DOCUMENT RESUME

ED 176 477	EC 120 525

TITLE	SER-LARS, Volume 11. Instructional Methods II. 1975-76 Edition.
INSTITUTION	Montgomery County Intermediate Unit 23, Blue Bell, Pa.; National Learning Resource Center of Pennsylvania, King of Prussia.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	76
CONTRACT	OEC-0-74-7892; OEC-2-70-0051
GRANT	300-75-0034
NOTE	587p.; Special Education Resources Location Analysis and Retrieval System (SER-LARS); Best Available Copy; For related information, see EC 120 515-526
EDRS PRICE	MF03/PC24 Plus Postage.
DESCRIPTORS	Adapted Physical Education; Arithmetic; Daily Living Skills; Fine Arts; *Handicapped Children; Handwriting; Hygiene; *Individualized Programs; Language Arts; Mathematics; Music; Perceptual Motor Learning; Phonics; Prevocational Education; Reading; Reading Comprehension; Recreational Activities; Sciences; Self Care Skills; Sensory Experience; Sensory Training; Social Relations; Social Studies; Speech Instruction; Spelling; Structural Analysis; Study Skills; *Teaching Methods; Vocabulary; Vocational Education
IDENTIFIERS	*SER LARS (Information System)

ABSTRACT

The book briefly describes several hundred instructional methods from the Special Education Resources Location Analysis and Retrieval System (SER LARS), which are intended for use in developing and carrying out individualized programs for handicapped children. Each teaching method includes an accession number; title; author; source; teacher tasks; and instructional materials, media, or hardware necessary to use the method. The index (found in Volume 1) is divided into general subject areas, under which are listed specific skills pertaining to that subject area. Listed under each skill are accession numbers of the specific teaching methods that are relevant. General subject areas include auditory, visual, gustatory, olfactory, tactile, higher level cognitive functions, affective, reading, phonics, comprehension, structural analysis, vocabulary, literature, English grammar and composition, handwriting, spelling, speech and language development, study skills, numeration, addition, subtraction, multiplication, division, fractions, decimals, percent, geometry, money, time, measurement, social studies, science, gross motor, fine motor, adaptive physical education, recreation and playground activities, toileting, feeding and eating, drinking, grooming, hygiene, clothing care, safety, dressing, prevocational, vocational, daily living skills, fine arts, music, self-knowledge, and social interaction. (DLS)

ED176477

SER-LARS

SPECIAL EDUCATION RESOURCES
LOCATION ANALYSIS AND RETRIEVAL
SYSTEM

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VOLUME 11

INSTRUCTIONAL METHODS II

The National Learning Resource Center of Pennsylvania (NLRC/P), A Project of the Pennsylvania Department of Education (Bureau of Special and Compensatory Education), with Montgomery County Intermediate Unit No. 23 as Local Education Agency

For further information, please contact the National Learning Resource Center of Pennsylvania, 500 Valley Forge Plaza, 1150 First Avenue, King of Prussia, PA 19406 (telephone 1-215-265-3706).

1975-76 Edition

EC/20 5025

The development of the SER-LARS system has been supported by the Division of Special Education (Commonwealth of Pennsylvania), by NLRC/P (Grants # 300-75-0034 and # OEC-0-74-7892), by NRRC/P (Title VIC ESEA Grant # OEC-2-70-0051), by an ESEA Title VI grant in IU 10 (# 48-0155-13-080) and (# 48-0246-44-425), by an ESEA Title VI grant in Huntingdon County (# 48-0769-31-290), by an ESEA Title VI grant in IU 11 (# 48-0769-31-291), by an 89-313 grant in Elwyn Institute (# 48-7084-23-830), by an ESEA Title III grant in IU 23 (# R-59-H-48-70-0010-0), by an ESEA Title III grant in Allentown (# 710578), by an ESEA Title III grant in the Philadelphia School District (# F2-72071-51-500-01-15-A) and by IUs 15 and 23. However, no formal endorsement of the content herein or the practices implied thereby is to be inferred on the part of the supporting agencies.

Accession Number 52735

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52735
TITLE: Jumping With Both Feet
AUTHOR(S): B. Chambers, B. Klugh ID 02-11
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps using both feet with assistance.	Prompt student while standing on a hard surface to jump using both feet. Physically assist student by placing hands around his waist and picking him up.	
Jumps unaided 5, 6, 8, 10, times consecutively.	Prompt student to jump unaided 5, 6, 8 10, times consecutively.	

Accession Number 52736

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52736
TITLE: Recognizing First Name From Among Similar Names
AUTHOR(S): B. Chambers, B. Klugh D #02, 11
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M1-06 Self-Knowledge/Self Identification
D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Student recognized his own first name which is printed on a piece of paper.	Prompt student to recognize his first name printed on a piece of paper by pointing to it and saying name aloud.	2" x 5" strips of white, plain paper.
Student discriminates his own name when given 2 other dissimilar names and his own.	Prompt student to discriminate his own name when given 2 other dissimilar names and his own. Reward correct response with candy.	Black felt-tipped markers Candy
Repeats with 5 other names.	Repeat with 5 dissimilar names.	
Repeats with 5 similar names.	Repeat with 5 similar names.	

Accession Number 52737

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52737
TITLE: Putting on Shirt Without Twisting
AUTHOR(S): B. Chambers, B. Klugh ID #02-11
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place shirt on bed with back part of shirt on top.	Pull-over shirt
Puts on shirt without assistance without twisting it once a day.	Prompt student to put on shirt without twisting it once a day.	
Repeats twice a day.	Repeat twice a day. Use verbal reinforcement for successful completion of task.	

Accession Number 52738

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52738
TITLE: Putting Shoes on Correct Feet
AUTHOR(S): F. Haas, J. Iman ID 07, 09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place dot on left side of left shoe, right side of right shoe.	Small dots cut from adhesive tape
With prompting, places shoes on correct feet with dots on outside.	Prompt student to place shoes on correct feet with dots on outside. Reinforce successful performance.	Shoes
Repeats without aid.	Have student repeat without aid.	
With prompting, places shoes on correct feet without aid of dots.	Remove dots and repeat.	
Repeats without prompting.	Repeat without prompting.	

Accession Number 52739

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52739
TITLE: Sitting Correctly at Dinner Table
AUTHOR(S): F. Haas, J. Iman ID 07-09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-17 Gross Motor/Sit
J2-00 Feeding/Eating

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits with legs hanging over chair. When physically placed in that position.	Physically move students legs that they dangle over the chair.	Dinner table Chair
Puts legs down when prompted. Frequency of reminder should decrease over time.	Prompt student to "Keep your legs down". If student fails, remove food tray. Keep a chart recording frequency of reminders.	

Accession Number 52740

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52740
TITLE: Washing Hands with Soap and Water
AUTHOR(S): F. Haas, J. Iman, ID 07-09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J4-18 Grooming/Sink Use
J4-19 Grooming/Soap Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches implementer demonstrate wringing motion with soap and water.	Demonstrate wringing motions with hands while standing at sink using soap and cold water.	Sink Soap
Imitates implementer's actions with prompting.	Prompt student to imitate wringing motions.	
Washes hands using demonstrated method with only one prompting.	Prompt student only once to wash his hands using demonstrated wringing motions and soap.	

Accession Number 52741

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52741
TITLE: Using Both Hot and Cold Faucets
AUTHOR(S): F. Haas, Jan Iman ID #07-09
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-20 Grooming/Water Temperature

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Turns on both faucets with assistance.	Guide student's hands in turning on first the cold water and then the hot water.	Sink Hot and cold water faucet
With prompting turns on both faucets without assistance.	Prompt student to turn on the cold water and then the hot without aid.	
Repeats without prompting.	Encourage student to perform task without prompting.	

Accession Number 52742

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52742
TITLE: Washing Dish Market with Pen
AUTHOR(S): P. Walker, R. Niznik ID #17-30
SOURCE: Summer Traineeship Program, Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: K3-05 Activities of Daily Living/Dishwashing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give student a wet wash rag and a dish marked with pen.	6" metal dish
Washes dish until no mark of pen remains.	Prompt student to wash dish with soap and water until no mark of pen remains.	Water solubale felt tip pen Wash rag
Rinses dish with clear water until no trace of it remains.	Prompt student to rinse with clear water until no trace of soap remains.	

Accession Number 52743

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52743
TITLE: Sorting Light from Dark Materials
AUTHOR(S): A. Gross, ID #06
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J7-04 Self Care/Clothing Care/Washing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Models implementer in sorting felt samples.	Place one light colored felt sample in one pile. Prompt student to do the same. Repeat for dark felt samples.	Light colored felt samples Dark colored felt samples
Sorts felt samples into dark and light piles without assistance.	Hand student a felt sample and prompt to sort remaining samples into light and dark piles.	

Accession Number 52744

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52744
TITLE: Sorting Light Clothes from Dark Clothes
AUTHOR(S): B. Stancato, ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J7-04 Self Care/Clothing Care/Washing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Models implementer in sorting light and dark clothes.	Place one light colored piece of clothing in one washer. Prompt student to do the same.	Basket of clothes that includes light and dark colored clothes
	Place one dark colored piece of clothing in other washer. Prompt student to do the same.	Washing machines
Sorts light materials from dark materials and places them in separate washers.	Hand student a piece of clothing and prompt him to place it in correct washer.	
	Prompt student to sort remaining clothes with light pieces in one washer and dark pieces in the other.	

Accession Number 52745

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52745
TITLE: Walking up Stairs (Alternating Feet)
AUTHOR(S): B. Stancato ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Goes up stairs as implementer alternates his feet.	Physically alternate student's feet as he goes up stairs.	7 stairs
In response to tap, goes up stairs alternating feet with one hand on rail and, the other in implementer's hand.	Prompt student with tap to go up stairs alternating feet with one hand on rail and the other in implementer's hand	
Repeats 2 unsupported by implementer for 4 stairs.	Repeat unsupported by implementer for 4 stairs.	
Repeats for seven stairs.	Repeat for seven stairs.	
	Reinforce successful behavior with praise and clapping.	

Accession Number 52747

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52747
TITLE: Standing and Walking with Book on Head
AUTHOR(S): B. Niznik ID #17
SOURCE: Summer Training Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-22 Gross Motor/Walk
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with book on head for 5 seconds, then 10 seconds, then 15 seconds	Prompt student to stand with book on head for increasing period of time.	Large book
Takes 2 steps without dropping book.	Prompt student to take 2 steps, then 4 steps then 8 without dropping book. Reinforce successful attempts with verbal praise and hand clapping.	

Accession Number 52748

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52748
TITLE: Washing and Drying Hands Unaided
AUTHOR(S): B. Stancota ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
J4-12	Grooming/Hands
J4-19	Grooming/Soap Use
J4-06	Grooming/Drying

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes washing technique.	Demonstrate desired washing technique.	Waterpaints Soap Water Towel
	Mark students hands with paint.	
Begins washing hands with assistance.	Guide students hands through washing motion.	
Completes washing unassisted.	Prompt student to complete washing unaided.	
Observes use of soap.	Demonstrate (obtaining applying, and returning) soap use.	
Begins with assistance washes hands with soap.	Hand guide student through procedure.	
Completes soap use unassisted.	Prompt student to complete hand washing using soap.	
Dries hands; begins with assistance; finishes without assistance.	Prompt student to dry hands, covering one hand with towel, drying then repeating with other hand.	
	Prompt student to complete drying process unaided.	
Repeats entire washing and drying sequence.	Prompt student to repeat entrie washing and drying sequence. Reinforce successful performance with verbal praise.	

NLRC/P

Accession Number 52749

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52749
TITLE: Taking a Shower
AUTHOR(S): A. Gross, ID 06
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-17 Grooming/Showering

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Enters shower and stands under running water.	Lead student into shower and have him stand under the running water.	Soap Wash cloth Shower
Puts soap on wet washcloth and returns soap to proper place with assistance.	Prompt student to put soap on wet wash cloth and return soap to proper place.	
	Prompt student to rinse soap off body.	
Rinses soap off body and steps out of shower.	Prompt student to step out of the shower.	

Accession Number 52750

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52750
TITLE: Opening and Closing a Zipper
AUTHOR(S): P. Walker ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Close zipper from sewn part.	Open zipper to the sewn part and prompt student to close zipper from this point.	Busy box
Closes zipper from ½ inch below sewn part.	Increase opening of zipper ½ inch beyond sewn part and prompt student to close zipper from this point.	
Closes zipper an increasingly longer distance until closing from bottom.	Gradually increase opening of zipper until student closes zipper from bottom.	
Gradually opens zipper completely. Opens zipper and closes it half way.	Leave zipper open ½" and prompt student to open zipper another ½". Continue until student pulls zipper down all the way. Prompt student to pull zipper down and half way back up.	
Opens and closes zipper completely unaided.	Prompt student to pull zipper down and up all the way.	

Accession Number 52751

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52751
TITLE: Unbuttoning Buttons on Doll
AUTHOR(S): J. Masquelier ID #14
SOURCE: Summer Traineeship Porgram - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-02 Dressing/Undressing Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Partially unbutton 3 buttons on doll.	Dressing doll
Unbuttons partially unbuttoned buttons.	Prompt student to unbutton partially unbuttoned buttons.	
Uses fingers without pulling to unbutton partially unbuttoned buttons.	Gradually have student unbutton partially unbuttoned buttons whith fingers without pulling.	
Unbuttons without pulling one button which is completely buttoned.	Prompt student to unbutton without pulling button which is completely buttoned.	
Unbuttons all buttons on clothing of doll.	Prompt student to unbutton all buttons on clothing of doll.	

Accession Number 52752

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52752
TITLE: Using Toilet Tissue
AUTHOR(S): B. Stancota ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-03 Toileting/Flushing
J1-09 Toileting/Tissue Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Goes through wiping motion with aid of implementer and drops tissue in commode.	Guide student's hand with toilet tissue through entire wiping motion downward and backward. Prompt student to put hand down and drop paper in commode.	Toilet Toilet tissue
Repeats without aid and flushes commode.	Prompt student to go through entire wiping motion unaided. Prompt student to drop paper in commode and flush.	

NLRC/P

Accession Number 52753

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52753
TITLE: Spreading Jelly on Bread
AUTHOR(S): J. Masqueller ID #14
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Spreads jelly on bread with assistance.	Guide student's hand to spread jelly on bread evenly.	Jelly
Gets jelly from plate to bread with assistance.	Guide student's hand in getting jelly from plate to bread.	Bread
Without assistance puts small amount of jelly on bread, spreads evenly putting excess jelly on plate.	Prompt student to put small amount of jelly on bread and spread evenly putting excess jelly on plate.	

Accession Number 52754

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52754
TITLE: Names and Touches Nose, Ears, Eyes and Fingers
AUTHOR(S): B. Neznik ID #17
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Point to nose and say, "This is my nose."	
Places finger on nose with assistance and repeats "This is my nose."	Take students hand and place it on his nose.	
Repeats without assistance upon request.	Prompt student to put his hand on his nose when requested to do so.	
Repeats with ear, eye, and fingers.	Repeat each step for ear, eye, and fingers.	

Accession Number 52755

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52755
TITLE: Standing to Reach Object
AUTHOR(S): R. Niznik ID #17
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
11-13 Gross Motor/Reach
11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
From sitting on floor, seeks an object placed on seat of desk.	Place toy on seat of desk and prompt student to reach up to get it.	Table Desk
From sitting on floor, stands up to get object and cracker placed on desk top.	Place toy and cracker or desk top and prompt student to stand up to get them.	Toys (Peabody Fruit) Crackers
Stands up to get object and cracker placed on table top.	Place toy and cracker on table top and prompt student to stand up to get them. Student must stand and is allowed to play with toy while standing. However, if he sits, toy is removed and he must stand again to reach it.	

Accession Number 52758

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52758
TITLE: Walking in Walker
AUTHOR(S): J. Masquelier ID #14
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in walker for 30 minutes.	First day, place student in low walker with seat for 30 minutes.	Walker
Explores in walker for longer periods of time.	Allow him to explore for longer periods of time.	
Responds to call by walking distance of 25' in walker.	Call him to come in the walker for a distance of 25 ft. Reward successful performance.	
Repeats steps 2 and 3 with walker seat removed.	Remove seat and repeat steps 2 and 3.	
	Raise top of walker to 3' so student cannot use elbows for support.	
	Call him to walk in walker for 10' and reward successful performance.	
With walker raised, walks gradually increasing distances up to 25'	Increase distance gradually to 25'	
	Do not allow him to sit or drop out of walker. Rewards may be crackers, candy, or verbal praise.	

Accession Number 52759

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52759
TITLE: Walking Holding onto Table
AUTHOR(S): B. Stancato ID #26
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands up to play with toy placed on table top.	Place toy on table top. Prompt student to stand up to play with toy. Reward successful performance.	Table 12' long 3½' high) Toy
Takes 2 steps to reach toy placed on table top.	Repeat but when he stands up, move toy so he must take 2 steps to reach it. Reward successful performance.	
Plays with toy while standing.	Allow him to play with toy while standing. If he sits, repeat above.	
Walks holding onto table to reach toy placed 4' away.	Stand student at end of table, placing toy 4' away. Prompt student to walk around table holding on to reach toy. Reward successful performance.	
	Repeat.	
Repeats for gradually increasing distances up to 12 feet.	Gradually increase distance to 12', rewarding each successful performance. Always allow student to play with toy for about 1 minute while standing if he sits, start him over.	

Accession Number 52760

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52760
TITLE: Walking while Supporting Self on Index Fingers of Implementers
AUTHOR(S): P. Walker ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks 10 steps supported on each arm by Implementers.	Two Implementers support student, one by each arm, and prompt him to walk 10 steps.	2 Implementers
Walks 10 steps and then 15 steps supported on one arm by one Implementer and holding index finger of other implementer.	One Implementer supports students arm while the other offers index finger and prompts student to support self for 10 steps. Each Implementer offers index finger and prompts student to support self and walk for 15 steps.	
Walks 15 steps gradually increasing to 50 steps while supporting self on index fingers of implementers.	Repeat, gradually increasing number of steps up to 50. Reinforcement is used after each successful walk.	

Accession Number 52761

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52761
TITLE: Walking Between Chairs
AUTHOR(S): C. Siegel ID #23
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks 6' supporting himself on chair backs and table.	Place 4 chairs in a row parallel to and 2 feet away from table. Prompt student to hold one hand on table and one hand on chair backs. Prompt him to walk 6' supporting himself in this fashion. Reward with cracker and approval.	6 chairs Table Toys Crackers
Repeats gradually increasing distance to 12'	Gradually increase distance to 12'.	Peabody fruit
Repeats with two chairs removed.	Remove two chairs and repeat.	
Walks to table supporting himslef on 4 chair backs placed 2 feet apart.	Stagger four chairs, 2 ft. apart, leaving last two out, and place cracker, toys, and fruit on table. Prompt student to walk toward table supporting himself on chairs. When he reaches table, allow him to play as long as he is standing.	
Repeats with six chairs.	Increase number of chairs to six and repeat.	

Accession Number 52762

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52762
TITLE: Responging to "Give it to Me"
AUTHOR(S): C. Siegel ID #23
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-10 Auditory Motor Integration
M2-03 Social Interaction/Director

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on floor and hits ball rolled toward him as implementer says "Give it to me".	While sitting on floor facing student, prompt student to hit ball rolled toward him. As student responds successfully, say, "Give it to me". Repeat ten times; reward.	Ball
Places ball in implementer's hand upon request "Give it to me".	Prompt student to place ball in implementer's hand upon request; "Give it to me". Reward successful responses.	

Accession Number 52763

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52763
TITLE: Looking on Command
AUTHOR(S): Team A ID #30
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-03 Social Interaction/Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have student facing implementer in corner.	
Looks at implementer upon command, "Look at me".	Give command, "Look at me".	
	When student accidently looks, he is rewarded by playing short game that he likes.	
	Continue procedure until association is made and student responds to single command.	

Accession Number 52764

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52764
TITLE: Taking Small Bites
AUTHOR(S): Team A ID #23
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-01 Feeding/Eating - Biting
J2-02 Feeding/Eating - Chewing

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Eats small pieces of toast when presented.	Present student with small pieces of toast for him to chew.	High chair Biscuit
Takes small bites of ½ slice of toast when prompted.	Present student with ½ slice of toast and prompt him to take small bites.	Toast
Takes small bites of biscuit when prompted.	Present him with biscuit and prompt him to take small bites.	
Takes small bites without prompting.	Gradually fade prompting as long as he takes small bites.	

Accession Number 52765

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52765
TITLE: Eating with Spoon
AUTHOR(S): Team A ID #23
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place spoon in dominant hand and secure other hand.	Bowl High chair
Scoops food with spoon and lifts to mouth with assistance	Prompt scooping motion with spoon, allowing him to continue moving spoon and food to mouth.	Bib Baby spoon
Return spoon to bowl and repeats without assistance.	Prompt the return of spoon to bowl.	Chopped food that stick (mashed potatoes)
	Gradually phase out prompting of both hands when he can go through each step consistently.	Cold wet wash-cloth
	If he regresses to eating with hands, remove food immediately and give him time out period. If he continues sticking hands in food a wet cloth rubbed in his face can be used as aversive stimulus. The food itself is the reinforcement.	

Accession Number 52766

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52766
TITLE: Eating with Spoon
AUTHOR(S): A. Gross ID #06
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place plate of food with spoon on top, handle pointed toward dominant hand.	Plate Food (chopped)
Picks up spoon and eats without finger feeding.	Allow him to feed as long as he uses spoon. Remove food and slap hand if he uses fingers rather than spoon.	Spoon High chair
	If student fails to use spoon, give him time out period, then repeat #1 and #2.	Bib

Accession Number 52767

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52767
TITLE: Drinks from Glass
AUTHOR(S): Team A ID #17
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds glass with both hands with assistance.	Place glass in front of student and prompt him to hold it with both hands.	High chair Glass of milk
Lifts glass to mouth with assistance.	Prompt him to lift glass to mouth, but prevent him from spilling.	
Drinks milk with assistance.	Allow him to drink but keep him from tipping glass too far.	
Picks up and drinks glass of milk without assistance.	Gradually remove assistance as long as student exhibits successful behavior.	

Accession Number 52768

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52768
TITLE: Sitting in Cross-Legged Position
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in crossed-legged position, leaning forward to rest elbows on knees in order to gain his balance.	Place student in cross-legged position with ankles and crossed and knees apart, allowing him to lean forward and rest his elbows on his knees to gain balance.	
Holds position for increasing lengths of time from 6 seconds to 12 seconds.	Prompt student to hold and balance in above position for 6 seconds; increase time gradually to 12 seconds.	

Accession Number 52769

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52769
TITLE: Holding Head up While Sitting up in Chair
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
11-09 Gross Motor/Head
11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair for 40 seconds with head held erect and back perpendicular to seat of chair.	Using auditory and/or visual stimulation prompt student to sit in chiar with head held erect and back perpendicular to seat of chair for 40 seconds.	Chair (which offers no support to student's head).
Repeats above for 45 seconds.	Repeat above for 45 seconds.	

Accession Number 52770

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52770
TITLE: Attends to Oral Command
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-09 Auditory Localization
M2-03 Social Interaction/Dicrections

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Looks at implementer when given command "Look at me".	Give command, "Look at me". Reward any approximations until student looks directly at implementer. Work with student until he responds as directed 100% of the time.	

Accession Number 52771

NLRC/P

SER-LARS Report E-3 Instructional Methods

ACCESSION NUMBER: 52771
TITLE: Holding Head up
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-03 Gross Motor/Body Movements
11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back on mat with his feet between implementers legs.	Place student on back on mat. Sit in front of student, placing his feet between implementers legs.	Mat
As student is pulled up to a 45° angle with the floor, he holds his head up parallel to or forward to chest.	Pull student up to 45° angle with the floor. Prompt student to hold his head up parrallel to or forward to his chest for increasing amounts of time from 7 seconds to 20 seconds.	
Holds this position for increasing amounts of time from 7 seconds to 20 seconds.		

Accession Number 52772

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52772
TITLE: Lifting Head off Floor
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies prone on floor.	Place student in prone position on floor.	Bell
Places hands in front of himself and lifts head when bell is rung.	Sitting in front of student, ring bell and prompt student to raise head off floor for increasing amounts of time up to 6 seconds.	
Holds head off floor for increasing amounts of time up to six seconds		

NLRC/P

Accession Number 52773

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52773
TITLE: Holding Finger
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Wraps fingers around implementers finger with assistance.	Wrap all four fingers and thumb of student around finger of implementer.	
	When student begins to thighten his fingers implementer stops assisting allowing the student to hold finger with his own grasp.	
Holds finger of implementer wihtout assistance for 30 seconds.	Increase holding time period up to 30 seconds. Physical contact with implementer serves as both stimulation and reinforcement.	

NLRC/P

Accession Number 52774

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52774
TITLE: Moving Arms
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF 11-03 Gross Motor/Body Movements
LEARNING OBJECTIVES: 11-13 Gross Motor/Reach

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back on mat.	Place student on back on mat.	Mat
Moves both arms into air above his chest with assistance.	Prompt student by physically moving through motions to move both arms into air above his chest.	Bells
Repeats #2 without assistance up to 15 seconds.	Hold bells above student chest and ring constantly for stimulation and reinforcement.	

Accession Number 52775

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52775
TITLE: Bending and Extending Arms to Increase Flexibility
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student in chair.	Bean bag chair
	Message student's arm muscles while applying pressure to forearm and holding upper arm.	
Sits in chair while implementer bends and extends arms away from body.	Place finger in student's palm while extending his arm at elbow away from body into outstretched position.	
	Increase the degree of the angle formed by the arm.	
Bends and extends arms without assistance.	Encourage student to do this exercise unaided to strengthen arm and increase flexibility.	

Accession Number 52776

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52776
TITLE: Reaching for Bells while Laying on Back
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-13 Gross Motor/Reach

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back	Place student on his back on a mat.	Bells
	Ring bells to stimulate student.	
Reaches for bells on command.	Prompt student to raise his arms so that his elbows will hit the bells which are held 2" away from his elbow and 4" from floor.	
	On verbal command, "Ring the Bells," prompt student to reach for bells 4 times per minute, 6 times per minute.	

Accession Number 52777

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52777
TITLE: Reaching to Ring Bells
AUTHOR(S): M. Troup ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-13 Gross Motor/Reach

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prop student's head on bed pillow.	Crib bells (5 multi colored bells suspended from a plastic strap).
	Hang bells across and above student according to the following progression. 1. bottom of bells 2 inches above chest and outer edge of bells 5 inches below armpits. 2. 3 inches above chest; 5 inches below armpits 3. 5 inches above chest; 5 inches below armpits. 4. 6 inches above chest; 5 inches below armpits 5. 6 inches above chest 6 inches below armpits 6. 6 inches above chest; 7 inches below armpits.	Bed pillow Supports (from which to hang bells).
Reaches and with arm or hand, hits bells to make them ring.	Command student to "Hit the bells".	

Accession Number 52778

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52778
TITLE: Stringing Beads
AUTHOR(S): W. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places one bead on string and the removes it.	Give student one bead and prompt him to place it on the string and then remove it. Do this 5 times twice a day for 2 days.	Colorful wooden beads, approximately 2" long.
Places and removes 9 beads progressively on an oral command.	On the next two days, give student 4 beads and prompt him to place and remove them. Give a material reinforcer for each correct response. On the 5th day give the student 6 beads and prompt him to place and remove them. Give a material reinforcer for each correct response. On the 5th day give the student 6 beads and prompt him to place and remove all six beads on the string. On the 6th day repeat above with 8 beads. On the 7th day repeat above with 9 beads.	Long string or shoelace.

Accession Number 52778

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52778
TITLE: Stringing Beads
AUTHOR(S): W. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places one bead on string and the removes it.	Give student one bead and prompt him to place it on the string and then remove it. Do this 5 times twice a day for 2 days.	Colorful wooden beads, approximately 2" long. Long string or shoelace.
Places and removes 9 beads progressively on an oral command.	On the next two days, give student 4 beads and prompt him to place and remove them. Give a material reinforcer for each correct response. On the 5th day give the student 6 beads and prompt him to place and remove them. Give a material reinforcer for each correct response. On the 5th day give the student 6 beads and prompt him to place and remove all six beads on the string. On the 6th day repeat above with 8 beads. On the 7th day repeat above with 9 beads.	

Accession Number 52779

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52779
TITLE: Naming Body Parts In Front of Mirror
AUTHOR(S): L. Pulco ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: MI-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student in front of mirror.	Long mirror
	Touch head and say "Head".	
	Take student's hand, place it on his own head and say "Head".	
Standing in front of mirror touches and names body parts with assistance.	Follow above procedure for leg, arms, face, feet, knees, stomach, giving praise for each successful performance.	
Student performs above task without assistance.	Eventually encourage student to perform entire sequence on command without prompting.	

Accession Number 52780

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52780
TITLE: Placing and Removing Rings on Pole
AUTHOR(S): L. Puleo ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-04 Fine Motor/Manual Desterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Place each ring on pole as implementer hands one at a time.	Give rings to student one at a time and prompt him to place them on pole. Give praise for each correct response.	Graduated rings of many colors on a small pole or stand
Removes each ring on command.	Prompt student to remove rings from pole. Repeat four times.	
Places and removes all rings on the pole without assistance.	Place all rings in front of student and prompt him to place all the rings on the pole and them to remove them giving praise for the complete response Repeat six times.	

Accession Number 52781

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52781
TITLE: Rolling Ball on Command
AUTHOR(S): R. Thompson ID #28
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-03 Social Interaction/Directions
11-00 Gross Motor

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls ball on command with assistance to implementer.	Sitting on the floor with student's feet touching implementer's feet say "Roll the ball to me". Second, place student's hands on ball and push it forward in a rolling manner. Do this 10 times 2 times per day for 2 days. Give the student praise for each successful response.	12" ball (2 implementers)
Student rolls ball, on command without assistance, to implementer.	Repeat above procedure on following 2 days but without the help of the implementer behind the student.	

Accession Number 52782

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52782
TITLE: Bending and Looking for Hidden Object
AUTHOR(S): P. Pepper ID #19
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-02 Gross Motor/Bend
A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bends and looks for object hidden under chair.	Give student the ball with string to play with. After 2 minutes of play, place the ball under the chair and ask the student to find the ball. Do this four times the first day and 8 times the next day. On the third say, use a different object and repeat the above procedure. Give a verbal reinforcement after each successful response.	3" ball with string attached Chair Plastic block Plactic car Plastic boat

Accession Number 52783

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52783
TITLE: Putting on Socks
AUTHOR(S): E. Czambel ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls sock up when placed on foot over his heel four times.	Place the sock on the student's foot over the heel. Prompt student to pull it up to a correct position. Do this 4 times.	Socks
Pulls sock over heel and up when placed on foot to the middle of his foot.	Place the sock on the student's foot to the middle of the foot and prompt the student to pull it over his heel and up to a correct position 4 times.	
Puts sock on when placed over toes.	Place the sock on the toes of each foot and prompt the student to put the sock on 4 times.	
Puts a sock on each foot with little prompting.	Hand a sock to the student and encourage him to put it on with little prompting.	

Accession Number 52784

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52784
TITLE: Following Direction : "Put It Here".
AUTHOR(S): E. Czambel ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-03 Social Interaction/Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places men on the designated spot on command with visual and auditory stimuli.	After giving the student "Three Men In a Tub", tap the floor several times with hand and command, "Put the men here." Give a material reinforcer when task is successfully completed.	Fisher-Price "Three Men In a Tub".
Places men on the designated spot on command with visual stimulus only.	When student can perform task successfully for four consecutive times, only point to the place saying, "Put the men here".	

Accession Number 52785

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52785
TITLE: Following Direction: "Come Here."
AUTHOR(S): W. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-03 Social Interaction/Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands with back against wall and walks to implementer on the command: "Come here, name".	Place student with back against wall and standing 3 feet in front of him, command: "Come here, name". A material reinforcer is given upon successful completion of the task. Do the above 16 times, each time increasing the distance required and rewarding each successful response.	

Accession Number 52786

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52786
TITLE: Putting on Shirt
AUTHOR(S): R. Thompson ID #28
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls shirt down after it is placed on him.	Place shirt on student and pull down to directly under his arms. Aid the student to pull the shirt down the remaining distance. Giving decreasing assistance, have student do this 8 times.	Pull-over shirt
Places one arm in shirt and pulls it down.	Place the shirt over student's head and through one arm. Aid the student to put his other arm in the remaining sleeve. Have the student do this 8 times, with decreasing physical assistance.	
Places both arms in shirt and pulls it down after it is placed over his head.	Place the shirt over students head and direct him to put the shirt on. This should be done 8 times with decreasing physical assistance given.	
Completes task of putting on shirt without assistance.	Places the shirt over the student's head and instruct him to put the shirt on with no assistance given.	

Accession Number 52787

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52787
TITLE: Eating Solid Food
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-02 Feeding/Eating/Chewing
J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Eats one bite of solid food mixed in semi-solid food.	Give student some solid food mixed in a semi-solid food. For every bite of food, give a liquid reinforcer.	Meat cut in very small pieces
Eats a new solid food at each meal.	Introduce a new solid food mixed in a semi-solid food at each meal.	Graham crackers Soda crackers
	After the 3rd day only reinforce every 5th bite of solid food which the student eats completely unaided.	M & M's Lollipop Carrots Peas French toast Waffles Egg Dish and spoon

Accession Number 52788

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52788
TITLE: Placing Pegs on Perimeter of Pegboard
AUTHOR(S): R. Thompson ID #28
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places the pegs into the perimeter of the pegboard without omiting more than 5 pegs in a 20 minute period.	Ask student to place multi-colored pegs into holes along the perimeter of the board. Provide constant verbal reinforcement and encouragement but do not give physical help.	1 chair 1 table 1 Milton Bradley Peg Board (6" x 6") and the accompanying multi-colored pegs.

Accession Number 52789

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52789
TITLE: Walking
AUTHOR(S): L. Puleo ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S): Verbal encouragement and affection can be used as positive reinforcers.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Takes two steps from an erect standing position with assistance.	Two implementers one on each side of student, aid student in taking two steps from an erect standing position.	
Walks increasing number of steps with aid.	Increase number of steps until student can walk comfortably when aided as above.	
Walks with decreasing amount of assistance.	Using only one implementer, prompt student to walk keeping head up and looking in the direction that he is walking.	

Accession Number 52790

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52790
TITLE: Walking up Stairs
AUTHOR(S): R. Hawkins
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds onto railing with both hands.	Prompt student to put his hands on railing.	1 set of at least 5 stairs having not more than an 8" rise and not more than 12" depth. Railing located not more than 38" above the stairs.
Lifts foot onto first stair.	Prompt student to lift one foot and place on first stair. Encourage student to stand as erect as possible.	
Pulls self up with arms one step at a time.	Prompt student to pull himself up with his arms one step at a time. (Modeling of the expected behavior helps greatly.)	

Accession Number 52791

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52791
TITLE: Standing from Kneeling Position
AUTHOR(S): L. Puleo ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Accomplishes balance in kneeling position.	Help student accomplish balance in the kneeling position.	
Places left foot forward with sole of foot flat against the floor beneath him.	Prompt and direct student to get the left foot up and then down flat beneath him.	
With assistance pulls himself to a standing position.	Prompt and assist student with two fingers to pull himself up to a standing position.	
	Assure student that when he releases his grip to stand on his own that implementer will be there to catch him if he falls.	
Releases implementer's assisting fingers and stands unaided for 10 seconds.	Increase the number of seconds of standing unaided as the student develops strength and endurance. Use verbal praise, affection, and reinforcement to increase the desire and production of the student.	

Accession Number 52792

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52792
TITLE: Walking Across Balance Beam
AUTHOR(S): P. Pepper ID #19
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S): Marching music may be played and other students may be used as cheering reinforcers.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks across beam 4 times using heel-to-toe progression without stepping off the beam.	Prompt student to walk across beam, heel-to-toe progression without stepping off the beam. Implementers on either side of beam assist student by using one finger to keep his arms at an 180° angle to the floor.	18' x 4" balance beam

Accession Number 52793

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52793
TITLE: Naming Body Parts when Asked "What is This?"
AUTHOR(S): R. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Names body parts when prompted by the question "What is this?"	Teach body parts, saying "This is a ____________, What is this? While pointing to specific body part. Include brow, eye lash, chin, lips, teeth, hair and ears.	

Accession Number 52794

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52794
TITLE: Placing Forms in Form Slot Box
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places each form in appropriate slot within a 5 minute period.	Give student froms one at a time instructing him to place each form in the correct slot. Student should be sitting in an erect position on the floor.	Form slot box 8" x 8" x 8"

Accession Number 52795

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52795
TITLE: Tossing Ball Into Wastecan from Increasing Distance
AUTHOR(S): E. Czambel ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tosses ball into waste can while sitting in chair from gradually increasing distances.	Have student toss ball into wastecan while sitting in chair when can is placed at 3" intervals from the tip of the toes up to 39". Try for 5 successful tosses at each interval. Reinforce student verbally after each successful toss or approximation thereof.	12" wastecan 6" playground ball Chair 12" high

NLRC/P

Accession Number 52796

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52796
TITLE: Brushing Teeth
AUTHOR(S): R. Thompson ID #28
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J5-01 Oral Hygiene/Brushing Routine

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves toothbrush up and down close to teeth with guidance.	Guide student's hand holding toothbrush in up and down movement, close to the teeth but not touching them.	Toothbrush Toothpaste
Moves brush up and down close to teeth without guidance.	Have student demonstrate this up and down movement without assistance.	
Opens mouth putting front teeth together.	Have student open his mouth putting his teeth together top teeth touching the top of bottom teeth.	
Brushes teeth using proper up and down movement.	Have student with toothpaste and toothbrush use proper up and down movement with teeth together as in step 3 until teeth are clean.	
Brushes inside of mouth with proper movement of brush.	Have student with mouth open brush the inside of his mouth using a back and forth movement of the brush, following the same procedures of guidance as for step 1, then following steps 2-4, brushing both top and bottom teeth, front and sides.	

NLRC/P

Accession Number 52797

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52797
TITLE: Using "Please" in Social Interactions
AUTHOR(S): S. Kelly
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Says "please" when prompted to receive a desirable item.	Showing student a desirable toy, ask "What do you say?" "Please".	Toy Candy
	Showing student a piece of candy, prompt student to say "Please" before giving it to him.	
Student will say "please" without prompting to receive a desireable item.	Showing student another piece of candy, encourage him to say please without prompting.	
	Repeat procedure, 3 times in succession.	

Accession Number 52798

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52798
TITLE: Using "Thank You" in Social Interactions
AUTHOR(S): W. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses "thank you" when receiving candy from instructor.	Give student a piece of candy asking, "Now what do you say?" Prompt student to say "thank you". Repeat until student says "Thank you" with no prompting 3 times in a row.	Candy
Uses "Thank You" appropriately in other social interactions.	Have student practice saying "Thank You", in other appropriate social situations until no prompting is needed.	

Accession Number 52799

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52799
TITLE: Lacing Busy Block
AUTHOR(S): L. Puleo ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J9-12 Dressing/Undressing/Shoe Laces

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Laces a rawhide lace into holes, alternating sides, one string at a time from bottom to top of busy block.	Have student thread one end of lace through bottom right hold, threading with one hand and pulling lace through with other hand two times correctly in succession Have student thread lace through second hole up from bottom on right side using the lace on the left, two times correctly. Have student continue lacing, alternating holes all the way using the same string. Have student take other lace and "fill in all the empty holes from the bottom to the top", crossing over the string already laced each time. Have student complete all above steps twice with no errors.	Busy block Rawhide lace

Accession Number 52800

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52800
TITLE: Walking on Balance Beam
AUTHOR(S): P. Pepper ID #19
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks across balance beam in a heel-toe style with assistance; gradually decreasing assistance.	Holding student's hand, assist him in walking half way across beam, in a heal-toe style.	8' long 4" wide balance beam
	For the other half of the beam, assist only every second step.	
	Repeat steps 1 and 2 until student has 2 consecutive walks without falling.	
	Have student walk across beam, removing support every third step.	
	Have student walk half way across beam with occasional hand support and half way with no hand support.	
Walks across balance bean in a heel-toe style without assistance.	Have student walk the length of the beam without support, without falling.	

Accession Number 52801

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52801
TITLE: Tying Shoestrings
AUTHOR(S): E. Czambel ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-12 Self Care/Dressing/Undressing/Shoelaces

CONSIDERATIONS FROM EDITOR(S): There should be a two minute rest period between each step.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Crasps string at each end and crosses right over shoe; then crosses left over front of shoe.	1. Using large adult shoe facing away from student have student take one string in each hand using pincher grip, and cross the right string over the front of the shoe. Then have student cross the left string over the right one across the front of the shoe. This should be done 3 times accurately.	Adult shoe with laces Student's shoe with laces
Repeats placing string under shoe.	2. Have student repeat above then "climb under" from the back of the shoe to the front using the right string. This should be done 3 times accurately.	
Repeats above and makes loop.	3. Have student repeat above steps then instruct student to "make a rabbit ear touching the knot" by taking one string and making loop next to knot by taking one string and making loop next to knot (3 times accurately).	
Repeats again making an additional loop.	4. Repeat above steps, then have student make another rabbit ear so that there are 2 rabbit ears one on each string. Steps 1-4 shoule be done 3 times accurately.	
Repeats each step again and crosses loops.	5. Repeat steps 1-4 then have student cross loops and switch hands, crossing right loop over left loop.	

NLRC/P

Accession Number 52801

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Repeats each step again and ties bow.	6. Repeat steps 1-5 then have student "climb under the hole" with the new left loop and pull tight. This should be done 5 times accurately.	
Laces own shoe and ties bow.	7. Using his own shoe on his own foot student will perform steps 1-6 5 times accurately.	

Accession Number 52802

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52802
TITLE: Using Knife to Cut Food
AUTHOR(S): E. Czambel ID #03
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Self Care/Utensil Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts meat for 5 cuts with knife with assistance.	Guide student's hands, knife in one hand, fork in the other, in a back and forth sawing movement for 5 cuts.	Knife Fork
Cuts meat for 3 cuts with only verbal prompting.	Prompt student to cut the meat by himself for 3 cuts; say "Cut your meat using your fork to hold the meat and the sawing movement." Prompt student to cut remaining meat by himself.	Plate of meat
Cuts meat properly throughout subsequential meals with initial reminder only.	At following meals, prompt student only once at beginning of meal.	

Accession Number 52803

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52803
TITLE: Proper Sitting Position at Mealtimes
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits with feet on floor and knees together at dining table, with reminders.	Prompt student to keep feet on floor with knees together once every ten minutes during meal time. Repeats using only two promptings.	Chair Table
Sits with feet on floor and knees together at dining table for the length of the meal without prompting.	Repeat only prompting at the beginning of the meal.	

Accession Number 52804

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52804
TITLE: Using Alternate Feet to Walk Stairs
AUTHOR(S): B. Hawkins ID #08
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks down a flight of stairs while holding onto the handrail, using alternate feet when given command.	Command student to "use both feet, one for each step", and prompt student to go down six steps using alternate feet while holding on to the handrail.	Stairs
Walks up a flight of stairs while holding onto the hand rail, using alternate feet when given command	Repeat for climbing up stairs, reminding the student to use alternate feet as often as necessary.	

Accession Number 52805

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52805
TITLE: Following Directions Through a Series of Commands
AUTHOR(S): P. Pepper ID #19
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-08 Comprehension/Following Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to and follows a series of two commands with prompting; then without prompting listens to and follows a series of three commands.	Command student "go pick up the book on the table and bring it to me". Prompt student. This series of only two commands should continue until it is mastered by the student. Next a series of three commands should be employed such as "go open the door, pick the book up off the floor and put it on the table. Then come back to me." Repeat commands until mastered.	Book Table Chair Ball Door
Listens to and follows a series of four commands.	Next a series of four commands should be given, ie, "close the door, pick up the book and put it on the table. Then bring the ball to me". Do this three times with consecutive success using different series of commands and only being told once without further prompting.	

Accession Number 52806

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52806
TITLE: Counting to Ten
AUTHOR(S): L. Puleo ID #21
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place paper and cup in front of student.	Candy
While pointing to each of 5 pieces of candy, counts them and places them into cup.	Place five pieces of candy on paper, prompt student to count each piece by pointing to them with his index finger. Placing the correctly numbered candy in cup each time.	Cup 8" x 11" paper
	When the student counts a piece of candy incorrectly, it is taken out of the cup.	
	Repeat until student is successful in counting to 5.	
While pointing to each of varying numbers up to 10 counts them and places them into cup.	Repeat procedures, counting to 6, and up to varying amounts of 10.	
Counts steps when climbing up and down stairs.	While going up and down steps, prompt student to count orally the number he climbs as remedial activity.	

Accession Number 52807

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52807
TITLE: Identifying Number Symbols by Flash Cards
AUTHOR(S): R. Thompson ID #28
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-08 Numeration/Numeral Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place sand in a flat bottom plate.	Flat bottom plate
Traces a number with index finger with assistance. Says number.	Guide student in tracing a number with his index finger, while saying the number. Repeat this several times.	Sand 8" x 11" flash cards
	Repeat for each number to be taught.	
When presented with flash cards, discriminates between number symbols on command.	Create flash cards (8" x 11") of each number. Place them in front of the student. Ask the student to pick out the card that illustrates the number given to him orally. Repeat several times.	
Correctly identifies number when presented with written symbols.	Finally present student with a representation of a number and ask "what number is this".	

NLRC/P

Accession Number 52808

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52808
TITLE: Sitting with Legs Together
AUTHOR(S): M. L. Laux
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Select a chair that allows the student's feet to touch the floor while sitting in it.	Chair Full-length mirror
Sits with legs together with assistance.	Place student in chair or on the floor and place legs together. Say "sit with your legs together". Reward student for cooperating.	
Observes sitting position through mirror.	Allow student to observe the manner of sitting through a mirror.	
	When legs spread apart, begin to move legs together while repeating the command.	
Gradually learns to sit with legs together on command.	Gradually reduce physical prompting to only touching the legs with command.	
	Finally cease all physical prompting and only use verbal prompting.	

Accession Number 52809

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52809
TITLE: Printing Name Without Sample
AUTHOR(S): B. Chambers ID #02
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-06 Handwriting/Manuscript
E2-05 Handwriting/Lower Case Letters

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recopies name with aid of sample.	Present student with lined paper with name printed correctly on top line. Prompt student to copy her name directly beneath sample five times. Reinforce with hug.	Felt tip pen Lined paper
Prints name without aid of sample.	Prompt student to print name without aid of sample, spacing evenly and making lower case letters uniform in height.	

Accession Number 52810

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52810
TITLE: Stepping Over Stick on Command
AUTHOR(S): D. Adams ID #15
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-00 Gross Motor

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps over stick with aid.	Start with stick on the floor and prompt student to step over it. Repeat with stick ½" off the floor.	4 ft. long stick Carpeted area or mat
Steps over stick at increasingly higher levels on command.	Gradually work up to 2" or height desired and prompt student to step over stick on command.	

Accession Number 52811

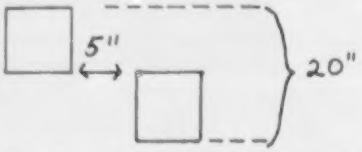
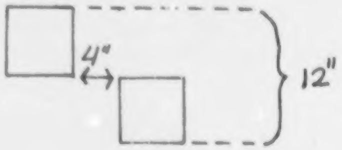
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52811
TITLE: Walking on Carpet Squares
AUTHOR(S): E Testa ID #27
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Position carpet squares on floor so that they are 20 inches apart vertically, and 5" apart horizontally.  	Carpet tiles or cardboard squares (Carpet squares available in carpet stores)
Steps on carpet squares to follow pattern. Walks a distance of ten carpet squares 5" apart horizontally. Walks a distance of four carpet squares 4" apart horizontally.	Prompt student to step on square to walk a distance of 10 squares, then reduce carpet path to 4 carpet tiles 12" vertically and 4" apart horizontally.  	

Accession Number 52812

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52812
TITLE: Keeping Food on Plate
AUTHOR(S): T. Moses ID #16
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF LEARNING OBJECTIVES:
J2-00 Feeding/Eating
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Replaces food when knocked off plate with assistance. Keeps food on plate during a meal when reminded.	When student knocks food off his plate, begin by helping him replace it. Later, simply remind him to keep it there.	Food Plate Fork Table Step-stool chair

Accession Number 52813

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52813
TITLE: Opening Mouth Wide to Accept Spoon
AUTHOR(S): C. Donovan ID #04
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J2-12 Feeding/Eating - Spoon Acceptance
J2-07 Feeding/Eating - Opens Mouth

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Opens mouth wider on request.	Prompt student to open mouth wider as food is offered on a spoon.	Food especially liked by studen Spoon Relaxation chair

Accession Number 52814

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52814
TITLE: Sitting Cross-Legged with Support
AUTHOR(S): D. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits cross-legged without support for a period of time	Sit cross-legged and give support to the small of the student's back. The student's hands will rest on the floor, open palm, one inch to the side of his knees. Encourage student to sit cross-legged on a mat with ankles touching.	Mat

Accession Number 52815

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52815
TITLE: Kicking Bell from Prone Position
AUTHOR(S): K. O'Shea ID #18
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-12 Gross Motor/Kick

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
While lying on stomach kicks bell with feet on command; first 6 times per minute, then 8 times per minute, and finally 10 times per minute.	Have student lie on stomach with legs bent at the knee. Holding bell two inches from knees and five inches off the mat, give command, "Kick the bell". This is done 6 times per minute, then increased to 8 times per minute and finally 10 times per minute.	Bell

Accession Number 52816

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52816
TITLE: Eating Semi-Solid Foods with Spoon
AUTHOR(S): S. Pepper ID #19
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-11 Feeding/Eating Semi-Solid Food

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Puts spoonful of semi-solid food in his mouth at each meal for 3 days.	Give student one spoonful of semi-solid food in his mouth, reinforcing successful completion of task with a liquid. Continue for 3 days.	Dish Spoon Semi-solid foods mashed potatoes jello pudding soups cheese cream of wheat egg salad applesauce yogurt
Swallows spoonfuls of semi-solid food at meal for 5 days.	Give student one spoonful of semi-solid food and prompt him to swallow it. Give a liquid reinforcer for each particle swallowed. Continue for 5 days.	
Swallows spoonfuls of new semi-solid food each day thereafter.	On following days, introduce student to a new semi-solid food at each meal. Reinforce for every 5 bites of food swallowed.	

Accession Number 52817

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52817
TITLE: Following an Object From Left to Right Across Midline
AUTHOR(S): S. Kelly ID #10
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-12 Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Visually follows with eyes a pop-bead from his left shoulder to his midline.	Prompt student to track a pop-bead from his left shoulder blade to his midline for 2 seconds.	Brightly colored pop-beads
Visually follows bead from his right shoulder to his midline.	Prompt student to track bead from his right shoulder blade to his midline.	
	Repeat Steps 1 and 2 two times a day for 3 days.	
Visually follows bead from his left shoulder blade to his right shoulder blade (crossing midline).	Prompt student to track bead from his left shoulder blade to his right shoulder blade (crossing the midline) for a period of 4 seconds.	
	Repeat #4 twice a day for five days increasing the period to 6 seconds.	
	During the last 5 days increase distance from 5 inches up to 3 ft.	

Accession Number 52828

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52828
TITLE: Preposition Worksheets
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E1-05 English Grammer and Composition/Conjuntion, Preposition, Interjection

CONSIDERATIONS FROM EDITOR(S):

For Author's Use ONLY:
A 4
C 2
D 1
E 1
F 1

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create a pack of preposition worksheets. Present to student.	
Reads instructions. Explains procedure.	Prompt student to explain procedure from reading given material.	
Completes assignment independently.	Provided that student is capable of following directions, student completes written assignment independently.	
	Assist student whenever necessary.	
	Orally go over corrections with further explanations as needed.	
	Review material for test.	

NLRC/P

Accession Number 52838

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52838
TITLE: Creating Experience Stories
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary Development/Sight Words

CONSIDERATIONS FROM EDITOR(S):

For Author's Use ONLY:
C 11
C 12
C 3
C 13
C 14

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prompt student to dictate original story to instructor. Read back student's orginal story to him for student to make needed revisions if he desires. Prompt student to participate in oral activities assigned with implementer, fellow student or tape recorder. Implementer records unknown vocabulary or sight words as students read aloud. Student studies flash words for sight vocabulary with much oral interaction with implementer.	

Accession Number 52843

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52843
TITLE: Word Recognition and Usage Through an Experience Story
AUTHOR(S): D. Berkley ID #15
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discusses experience or picture.	Discuss action and details of an experience or picture.	Chart paper
Elicits a four sentence story.	Generate a four sentence story describing the main event of the experience or picture, containing unfamiliar words.	
	Record story on chart paper and read completed story.	
Completes worksheets and demonstrates ability to recognize vocabulary.	Prompt student to complete prepared worksheets containing the words in isolation and context.	

Accession Number 52844

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52844
TITLE: Dictating an Experience Story
AUTHOR(S):
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with an unusual experience (trip, cooking lesson, etc.)	Chart paper
Dictates sentence describing an experience.	Prompt student to dictate an experience. Write the story on an experience chart paper.	
Reads completed story.	Prompt student to read story. Make sentence strips to match those on the chart.	
Reads each strip and matches it to one of the sentences on the chart.	Prompt student to read strips one at a time and match it to one of the sentences on the experience chart.	
Writes story in experience notebook.	Provide student with an experience notebook and prompt student to write the story in the experience notebook.	
Illustrates story.	Prompt student to draw and color pictures to illustrate story.	
Reads story to an audience.	Prompt student to read story to an audience.	

Accession Number 52845

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52845
TITLE: Following Directions Independently
AUTHOR(S):
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-08 Comprehension/Following Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write several directions using pupil's sight vocabulary.	
Reads directions silently, then aloud.	Prompt student to read these directions silently and then aloud.	
Illustrates directions with a sequence of pictures.	Instruct student to draw or illustrate the directions. Ask student to relate story that corresponds to each picture.	
Relates story for each picture.		
Arranges pictures in order.	Shuffle pictures (change order) and ask student to place them back into sequence.	

Accession Number 52846

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52846
TITLE: Writing Name in Cursive
AUTHOR(S): P. Escovar ID #70
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-02 Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Start with the letters in student's name.	
Follows copy of letters from his paper and board	Prompt the student to follow a copy of the letter which is both on his paper and on the board.	
	Verbally instruct the formation of each new letter.	
Writes name in cursive	Show student how these are connected in cursive writing.	
	Continue on with other letters of the alphabet alternating easy and hard letters.	

Accession Number 52853

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52853
TITLE: Choosing Proper Definition
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-15 Vocabulary Development/Word Meanings

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Locates word definitions Records definitions	Present student with word list. Prompt student to look up definition of words. Then record definition of the worksheet.	
Writes a sentence from a story containing the word.	Prompt student to write a sentence from a story which contains this word.	
Writes a simple sentence using the word.	Prompt student to use the word, as defined, in a simple sentence.	
Selects proper definition of word from multiple choices.	Present student with multiple choice questions and direct him to select the proper definition from given choices.	
Gives definition of word using own words.	Direct student to use his own words to explain the definition of each word.	
Discusses definitions with implementer.	Discuss definitions.	
	Give a reward for each correct vocabulary item on the quiz.	

NLRC/P

Accession Number 52861

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52861
TITLE: Behavior Modification
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

	I	a
For Author's	II	b
Use ONLY:	III	a
	IV	a

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discusses behavior objectives and rewards.	Discuss and plan behavior modification objective, system of operation and rewards.	
	Observe and record student's behavior at end of each work session (not on checklist).	
	Log student's record of behavior and award predetermined credits or tokens.	
	Deliver predetermined reward or punishment when established number of credits are on record or when punished offense has occurred.	

Accession Number 52869

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52869
TITLE: Relaxing and Increasing Range of Hip Motion
AUTHOR(S): B. Ross and S. Strauss
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-16 Gross Motor/Self-Support
11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Assumes prone position.	Place student on stomach on Colson chair, bed or floor mat.	Colson chair
Assumes crawling position with assistance.	Position student on all four limbs in crawling manner, talking to her while stroking her back and neck.	Firm bed or firm floor mat
Extends arms with assistanece.	As she begins to relax, extend arms flat on chair mat in front of her.	Buttocks pressure pad (D-3 number 90548)
Extends right leg then left leg with assistance.	Next, extend right leg and then left leg. Apply "buttocks pressure pad", securing all four corners.	"Goniometer"
	Keeping her arms and legs relaxed and extended apply pressure on buttocks for twenty minutes.	
	Measure hip flexion contracture prone position at start and end working period.	

Accession Number 52870

NLRC/P SER-LARS Report E-3 Instructional Methods

ACCESSION NUMBER: 52870
TITLE: Placing Objects Into Shapebox
AUTHOR(S): B. Cummings and M. Sapol
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-01 Fine Motor/Finger Movement
12-02 Fine Motor/Grasping
A2-09 Visual/Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits across from teacher	Sit across table from student.	Pegboard & pegs
	Call the student's name to get his attention. If necessary, move his head toward you.	Shape box (any material involving fine motor coordination)
Watches teacher perform task.	Perform the task that you want the student to do, making sure he is watching.	
Takes object from box, pile, on teachers hand.	Give the student the object with which he is to work with or point to the box or pile in which he is to obtain the objects.	
Performs the task which was preformed by the teacher.	Allow the student to perform task independently. If necessary guide his hand to complete the task.	
Completes the task independently.	Eventually remove physical aid.	
	Praise student after each correct response.	

Accession Number 52871

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52871
TITLE: Identifying Animal Names and Sounds Through Conversation
AUTHOR(S): S. Strauss and B. Ross
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
A2-11	Visual Sequential Memory
A1-13	Auditory Sequential Memory
E4-00	Speech and Language Development

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Prompt student to name animal and identify its sound when presented with a facsimile.	Animal pictures Farm animal
Identifies animal when requested.	Prompt student to say "This is a cow", when asked the question, "What is this?"	Puzzles Farm poster "3D" barn and animals
Identifies animal sounds when requested.	Prompt student to say "The cow says moo" when asked, "What sound does the cow say?"	Animal pictures for reinforcement (and to color)
Identifies where animal lives.	Prompt student to say "The cow lives on a farm" when asked, "Where does the cow live?"	
Increase visual and auditory memory.	Repeat the following farm animals as stated above, cow, pig, horse, chicken, and duck.	Playdough shaped into farm animals
	After every correct response a ship of iced tea and also social reinforcement should be given after each session. The student keeps the pictures of the farm animals.	

Accession Number 52872

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52872
TITLE: Sitting with Support to Increase Range of Motion
AUTHOR(S): B. Ross and S. Strauss
SOURCE: Summer Traineeship - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back.	Place student flat on her back on floor mat.	Floor mat
Crosses both legs with assistance.	Position student by crossing both legs in front of her.	
Sits upright with assistance.	Raise her from behind by lifting her shoulders to an upright sitting position.	
Extends arms and places palms down with assistance.	Extend arms in front of her and place her palms down on mat.	
	Support firmly 2-3 minutes.	
Increases range of motion.	Decrease support gradually by touching her back.	

Accession Number 52873

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52873
TITLE: Increasing Flexibility of Ankles
AUTHOR(S): B. Ross and S. Strauss
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back.	Place student flat on her back in crib or on floor mat talking to her and stroking her arms.	Floor mat
	Place your left hand over student's left ankle and your right hand palm up under her foot.	
Straightens foot with assistance.	Holding her ankle securely, straighten foot in an outward direction.	
Increases flexibility of ankles.	Apply pressure to her foot bending upwards for two minutes. Increase time and pressure as needed.	
	Repeat same procedure to right ankle to stretch heel cord.	

Accession Number 52874

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52874
TITLE: Learning to Wear Shoes
AUTHOR(S): E. Kissinger and J. Chiavacci ID #18
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): This method was implemented with a blind, agressive student.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Put shoes and socks on student when she leaves the unit.	Toys
	Keep her engaged in play situations, so that she doesn't have time to take her shoes off.	Candy for reward
	If she tries to take them off, distract her by calling her name or having her engage in other activities.	
Keeps shoes on for a designated time period.	Reward student with praise, hug, and/or candy for not attempting to remove her shoes within a five minute period.	
	Gradually phase out rewards and praise.	

Accession Number 52875

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52875
TITLE: Gaining Mobility of Arms, Legs and Trunk for Self-Support
AUTHOR(S): J. Chiavacci ID #18 and E. Kissinger ID #14
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-16 Gross Motor/Self-Support
11-26 Gross Motor/Flexibility
11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S): Contractures of arms and legs, scoliosis

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Relaxes his extremities as much as he is able.	a) Lay the student on a mat. Talk to the student or use tactile stimulation to help him relax as much as possible.	Any commercial gym mat large enough for the student to stretch full length on
Allows the implementer to extend his arms by using range of motion exercises.	b) Holding student's arm at the elbow and wrist, gently push the elbow forward and guide the lower arm down to extend the arm as far as the student is able (pulling only increases the flexion of the muscles of the cerebral palsied student.) Be sure to do this slowly to allow the muscles to relax, otherwise you may tear the muscles. Once the extremity is extended as far as the student is able, hold the student's arm in the extended position while you count to ten. Repeat extension of each extremity at least three times daily. Repeated extension is better than prolonged extension, because it gives the muscle more practice at extension.	
	c) If relaxation does not occur, try tapping, gently, the extensor muscle directly above the elbow. This should help the muscles to relax and slowly extend.	

Accession Number 52875

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Allows the implementer to extend his legs as far as able.	d) Holding student's leg at the knee and ankle, gently push the knee down toward and extended position while guiding the lower leg. Do not allow heel to rub along mat. Do extension slowly to allow the muscles to relax and prevent tearing. Once the extremity is extended as far as possible, hold the leg in the exterded position while you count to ten. Repeat extension of each leg at least three times daily. e) If relaxation does not occur, try tapping behind and directly above the knee, or use tactile stimulation along the extensor muscles on the dorsal side.	
Flexes knees and pulls them up toward his chest with assistance.	a) Flex the student's knees and push them up toward the chest as far as the student is physically able (do not touch chest). Do this ten times.	
Rotates his hips to either side with assistance.	b) Holding the student's legs approximately 2" below knees or at the ankles, flex knees and push toward chest. Keeping the student's legs in this position, place your other hand on the student's abdomen or chest to prevent the upper trunk from moving. c) Making sure upper trunk does not move, rotate student's hips to either side, slowly. Do this for about ten minutes.	

NLRC/P

Accession Number 52875

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	NOTE: Hips will turn more readily to the side favored by the scoliosis.	One wooden straight-backed chair or one half-moon mat (Merry Mountain by S.D.E. Co.)
Sits on the half-moon mat with the implementer supporting the student's back.	a) Sit student on half-moon mat (or the edge of a straight-backed chair) with his legs down, giving him support from behind.	
Extends his arms to touch the mat and bear weight with implementer's assistance.	b) Extend the student's arms at his sides, so that he will learn to use them to support his own weight. If the student will not open his fingers, gently slap his hand on the mat until the muscles tire and relax. Then encourage student to use hands and fingers as supports by gently pushing on the student's shoulder and transferring some weight to the arms. Do not allow student to fall over, or he will become afraid of this activity.	
	c) As student's arms begin to bear some weight, begin to gently push him forward from the back, so that he starts to bear more of his own weight. Again, do not allow the student to fall over.	
Supports self and remains balanced.	d) After student can support himself with his arms at his sides, begin to place them directly in front of him and help him to remain balanced in this position.	

Accession Number 52876

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52876
TITLE: Learning to Interact Without Exhibiting Aggressive Behavior
AUTHOR(S): J. Chiavacci ID #18, and E. Kissinger ID #14
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
M2-05 Social Interaction/Play
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S): Implemented with blind student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. By using the student's acquired skills, i.e., walking, responding to commands, playing with toys, the student will learn to be less agressive while interacting with his environment.	Ball Various textures Toys Candy for reward
Engages in playing ball, rolling over a barrel and exploring various textures	2. Have the student engage in such activities as playing ball, rolling over a barrel, and exploring various textures.	
Plays with toys and engages in other play activities without becoming aggressive.	3. The student should engage in these activities without hitting, kicking, biting, or scratching the implementer	
	4. Reward with praise, a hug and/or candy. Reward at end of five minute period, if behavior during that entire time has been good. Gradually increase time and lessen reward.	

Accession Number 52877

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52877
TITLE: Putting on a Dress In Sequential Steps
AUTHOR(S): J. Chiavacci ID #18, and E. Kissinger ID #14
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-06 Dressing/Undressing/Dresses

CONSIDERATIONS FROM EDITOR(S): Implemented with a blind student.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls dress down on command.	1. Put dress on to waist and tell student "Name, pull your dress down!" If she does, reward with praise and/or candy. If she does not, put her hands on the hem of the dress and assist her. Again, reward.	Straight or A-line dress that is easy for the student to slip on.
Puts her dress on when one arem is partway in.	2. Prompt student to pull dress down when 1/4 on.	
Pulls dress down when arms are placed.	3. Prompt student to pull dress down when arms are placed in dress.	
Pulls dress on when over head and arm half way in.	4. Prompt student to pull dress on when over head, one arm in and the other arm halfway in.	
Puts on dress when one arm is 1/4 of way in.	5. Prompt student to put dress on when one arm is 1/4 of way in.	
Puts on dress when one arm is out.	6. Prompt student to put dress on when one arm is out.	
Puts on dress from neck position.	7. Prompt student to put dress on when both arms out and dress is just around neck.	
Puts on dress from head position.	8. Prompt student to put dress on when dress is on top of head.	
Puts on dress when handed bottom first.	9. Prompt student to put dress on when handed bottom first.	
Puts on dress when handed dress in any position.	10. Prompt student to put dress on when handed dress in any position.	

Accession Number 52878

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52878
TITLE: Sitting Indian Sytle Independently
AUTHOR(S): S. King and S. Crum
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies in supine position. Bends knees to chest with assistance.	1. Loosening exercises A. Student in supine position B. Grasp knees and bend them gently toward student's chest. C. Bounce gently till student gets used to this position D. Have someone hold shoulders of student flat on mat.	Large floor mat Toys
From supine position lower knees to left; then to right with assistance.	E. Slowly and carefully lower knees to left (turning lower torso) hold in this position a few seconds, then raise to original position and lower to right and hold a few seconds. F. Continue repeating E until the student shows signs of tiring or the student shows signs of pain or the student seems relaxed.	
Crosses legs to simulate "Indian style" sitting with assistance.	2. While student is in supine position cross his legs as they would be for "Indian style" sitting.	
Rises to upright sit with assistance and support.	3. With one hand hold legs in this position - put other hand under the student's head and neck and raise student's to sitting position.	
	4. Kneel behind him for support.	

Accession Number 52878

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stretches arms out in front and places hands flat on mat with assistance.	5. Get his arms outstretched in front of him, hands flat on the mat for support. Have someone in front of him keeping his attention with his favorite toys.	
Gradually supports self in "Indian style" position.	6. Slowly move away giving him less support as he increases supporting himself. Initial goal of self-supported sitting 30 seconds - increasing as suitable to five minutes.	
	7. After each phase is completed reward with praise - also let student hold and/or play with his favorite toy for a few seconds.	

Accession Number 52879

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52879
TITLE: Gaining Basic Head Control
AUTHOR(S): M. Kuprevich and C. Brennan
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Instructor (A) lies on back across mat.	Mat Two Instructors
Lies across instructor to create +, palms and elbows on mat.	2. Instructor (B) places student across Instructor A's abdomen to form a + position, student's face downward. Place palms and elbows on mat.	
Turns head, lifts head as physically prompted.	3. Instructor A rocks from side to side while Insturctor B touches student's forehead, spine, shoulders, etc., causing student to lift head or turn head even a little.	
Develops basic head control.	4. Reinforce with social praise. Initially, do this activity for only brief periods of time (two minutes, five minutes at most).	

Accession Number 52880

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52880
TITLE: Standing on Command
AUTHOR(S): R. Reichenbach and P. Dougan
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands on command with assistance.	1. a) Stand to the side of the student, take his hand and say "Stand up (name)." b) Pull the student up, using social reinforcement.	
Stands on command and hand indication.	2. Stand to the side of the student, hold out hand, and say "Stand up (name)," using social reinforcement.	
Stands on command when implementer is standing at side.	3. a) Stand to the side of the student and say "Stand up (name)," using social reinforcement.	
Stands on command when implementer is in front and away.	b) Stand in front and away from the student and say "Stand up (name)," using social reinforcement.	

Accession Number 52881

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52881
TITLE: Increasing Volume of Voice
AUTHOR(S): R. Reichenbach and P. Dougan
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-17 Speech/Language/Tone of Voice

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies presented pictures in usual speaking tone.	1. a) Sitting directly next to the student, the implementer will present known pictures to the student and say "What is this (name)?" b) Hold ear close to the student's mouth. Social reinforcement is used.	Peabody pictures
Speaks in a audible tone from a distance of one foot.	2. Sitting approximately one foot in front of the student, present known pictures to the student and say "What is this (name)?" Social reinforcement is used.	
Speaks in an audible tone from a distance of three feet.	3. Sitting approximately three feet in front of the student, present known pictures to the student and say "What is this (name)?" Social reinforcement is used.	

Accession Number 52882

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52882
TITLE: Playing Tic-Tac-Toe Game
AUTHOR(S): C. Reichart
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-07 Social Interaction/Relationship to Peers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place tic-tac-toe board between two students.	Tic-tac-toe board pegs (D-3 #90528)
	2. Give each student four pegs.	
Places peg in hole as directed.	3. Direct one student to place a peg in a hole.	
	4. Direct next student to do the same, taking turns.	
Places 3 pegs in a row, vertical, horizontal, or diagonal into tic-tac-toe board.	5. Encourage each student to get 3 pegs in a row, while blocking the other student's pegs.	
Demonstrates ability to reason out peg placement.		
Demonstrates ability to socially interact.	6. Gradually decrease assistance until students are doing the game (tic-tac-toe) entirely on their own.	

NLRC/P

Accession Number 52883

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52883
TITLE: Moving Head in Response to Sound
AUTHOR(S): F. Fausey, C Reichart
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves head to left in response to sound while lying down.	1. Sit on left side of student. 2. Talk and stroke student and sound different objects. 3. When the student becomes relaxed, place him in your arms or place on a mat; to help increase relaxation. 4. Time student with stop watch to help show an increase or decrease in moving the head.	Musical box Stuffed puppy Mat

Accession Number 52884

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52884
TITLE: Accepting Spoon to Mouth
AUTHOR(S): F. Fausey, C. Reichart
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-12 Feeding/Eating/Spoon Acceptance

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student away from distractions.	Lollipop Popsicle Ice crussed Spoon
	2. Place lollipop or popsicle on student's lips to elicit closing lips around object.	
	3. When student begins to close lips, place crushed ice or appropriate reinforcer on spoon; and insert spoon sideways into mouth.	
Closes lips around spoon when placed in mouth.	4. Hold spoon in place until student's lips close around spoon.	

Accession Number 52885

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	52885
TITLE:	Responding to Name when Called
AUTHOR(S):	F. Fausey, C. Reichart
SOURCE:	Summer Traineeship Program - Bloomsburg State College
EDITOR(S):	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

M1-05 Self-Knowledge/Responds to Name
11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student in a comfortable position.	Kool Aid Squirt bottle
	2. Locate one implementer on either side of student.	
Looks at implementer when name is called.	3. Implementer on right calls the student's name. When the student looks she is reinforced with a squirt of Kool-Aid, or appropriate reinforcer (Pass squirt bottle behind student).	
	4. The implementer on left repeats the procedure in 3.	

Accession Number 52886

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52886
TITLE: Learning to Sit Without Support Through a Daily Routine
AUTHOR(S): D. Barkus and B. Johnson
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to social interaction	A. Talk to, touch, stroke and hold student in order to let him get to know you and you to know him.	Shaker Rattles
	B. Discover objects he likes to grasp and manipulate.	Texture ball Stringed beads
Relaxes muscles through exercises.	C. Begin tactile exercises and trunk rotation to relax the student (exp. - place student over a large beach ball and roll the ball different ways).	Rubber mat Large beach ball
Sits comfortably for few minutes each class period.	D. Discover the most comfortable sitting position for student and sit him in this position for a few minutes each class period until he appears quite relaxed.	
Gradually sits for longer periods of time and with less support.	E. Increase sitting time each class period and slowly but gradually remove some of the support.	
	F. Remove support for short periods of time during each class period and allow student to sit unsupported during this time.	
	G. Increase sitting time - unsupported.	
	H. Sit student up, unsupported, for entire class period.	

Accession Number 52887

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52887
TITLE: Learning to Keep Hands Out of Mouth
AUTHOR(S): D. Barkus and B. Johnson
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
B1-01 Self/Aggression
J5-00 Oral Hygeine

CONSIDERATIONS FROM EDITOR(S): This method was used with a student who used hands frequently for self-induced vomiting.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to various objects.	A. Discover objects that the student seems interested in.	Stuffed monkey Texture ball Plastic squirt bottle Water Vinyl roll
	B. Discover a reinforcer for the student (in this case water)	
Reaches for and grasps various objects.	C. Reinforce student with squirt of water each time she reaches for and grasps the object of interest.	
	D. Have the student reach from various positions for the objects (exps. - over a roll when on her stomach, lying on her back, and while sitting in her chair)	

Accession Number 52888

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52888
TITLE: Distinguishing Between Square, Triangle Shapes
AUTHOR(S): D. Barkus, B. Johnson
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-03 Geometric Shapes/Construction

CONSIDERATIONS FROM EDITOR(S): Designed for a blind student.
Student can grasp and manipulate.
Student can understand "point", "smooth", "circle", "square", "triangle", etc.
Square and rectangle and further distinction.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
1. Holds object in hands.	1. Place object in student's hands.	Teacher-made wooden shapes containing a small drilled hole ½" from the edge of each shape.
2. Holds object at one fixed place (a drilled hole) with one hand and moves over hand along entire surface.	2. Describe process to student while positioning hands correctly.	
3. Determines through touch if object contains any points.	3. Ask, "Do you feel any points?"	
4. Counts the number of points.	4. Ask, "How many points are there?"	
5. Associates the number of points with the correct shape.	5. Asks, "What has _____ points?"	
6. Names shape.		

Accession Number 52889

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52889
TITLE: Discriminating Between Hard, Soft, Rough and Smooth Textures
AUTHOR(S): B. J. Macknis, B. Mulhern
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-03 Tactile Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates different textures by touch.	Use a booklet containing picture of farm animals. Each picture having different textured objects on them. Request the student to touch a particular object and say whether it is hard, soft, rough, or smooth.	Teacher-made booklet of farm animals (D-3 #90538)

Accession Number 52890

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52890
TITLE: Learning Arm Extention from Elbow to Increase Range of Motion
AUTHOR(S): B. Mulhern and B. J. Macknis
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates the ability to move left arm over head at shoulder joint.	Position student on back on a mat. Bend arm toward body at elbow. Bend arm at shoulder toward head. When this is accomplished, reward student with praise, and place a bell in student's right hand. When student pulls arm away from head, remove bell.	Bell Mat
Demonstrates the ability to extend arm forward at elbow.	Position student on back on a mat. Then bend arm at shoulder toward head, tap back of arm to relax arm while pulling forearm away from shoulder.	

Accession Number 52891

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52891
TITLE: Learning to Wash Hands VIA Demonstration.
AUTHOR(S): B. Mulhern and B. J. Macknis
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-12 Grooming/Hands

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Demonstrates following then allow student to do it. Student then goes on to next task.	Towel Basin Soap Water Cereal
Drys hands with assistance.	Place student's hands in water and assist student in drying.	
Rinse hands and drys with towel.	Place student's hands in water and assist with soaping. Student performs rest of task.	
Soaps hands, rinses and drys with towel.	Place student's hands in water and student performs rest of task. Have student wash and dry hands independently.	
Puts hands in water, soaps, rinses, and drys with towel.		
Washes and drys hands upon verval command.	Student washes and drys hands on the verbal command "Wash your hands, (name)."	
	Reward with cereal for each step.	

Accession Number 52892

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52892
TITLE: Learning to Raise Head VIA Mirror Stimulus
AUTHOR(S): B. J. Mackins, B. Mulkern
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S): Criteria:
1. The student is able to move body in response to sound while lying down.
2. Student is able to move head in search of sound while lying down.
3. Moves head in direction of stimulus while lying down.
4. Attempts to focus eyes in direction of stimulus.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Criteria Continued 5. Holds head off floor with support.	
Raises head from chest while in a prone position Increase time to 25 seconds	Place student on half-moon using mirror as stimulus prompting her to raise her head up - use social reinforcement.	Mat - any commercial dealer Half-moon
Raises head from chest while in a sitting position; increase time to 25 seconds.	Sit student on mat and tap back of neck to get her to lift her head up. Also use mirror as stimulus. Use social reinforcement.	Hand mirror

Accession Number 52893

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52893
TITLE: Improving Sitting Posture VIA Limbering Exercises
AUTHOR(S): E. DeBrunner and H. Whelehar
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
In supine position, extends limbs with assistance. Draws legs toward chest with assistance. Rotates hips, moving bent legs from left to right with assistance. Sits with support.	1. Prepare student for sitting by doing limbering exercises. Lay student on mat in supine position, support limb at knee or elbow joint - place other hand on inside forearm or behind heel and apply pressure gently to extend limb. Also draw student's legs up toward chest in unison to limber hips. Then, still with legs bent at knees - anchor student's torso and rotate hips by moving legs left and right in a rotating motion. Implementer sits "Indian" style on mat and sits student in position he will be working for (long, Indian or sid sitting) in his lap - holding shoulders of student back to give him better support and better sitting posture.	Mat Noise makers Brightly colored objects Tactile objects Anything which is motivating to the student.
Holds head erect while in sitting position with support.	2. Second implementer sits at eye level directly in front of student and stimulates auditorally, visually, and with touch and voice. Reinforcement is given when/while student holds head in mid-line erect or steady. Also while being stimulated by the second worker or if a second worker is not available: implementer holding the student can push the student's head in the direction opposite to that which	

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	is desired emitting a motion of the student's head in the desired direction. This can also be done by swaying the student mildly off balance forcing him to compensate. The implementer working alone can also stimulate the student from behind by tapping on the back of the neck at the base of the neck. Can also stimulate by blowing on the student's neck-ear-whispering-etc.	

Accession Number 52894

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52894
TITLE: Increasing Hand Use to Prompt Self Play
AUTHOR(S): E. DeBrunner
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-05 Social Interaction/Play
M2-09 Social Interaction/Relationship to Self

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls, pushes, inserts, targets with index finger, or winds various toys with assistance. Pulls, pushes, inserts, targets with index finger, or winds various toys without assistance.	Present toys one at a time to find which are motivating and demonstrates how to use the toy. Reinforcement is given for eye contact, and use of both hands or right hand and correct use of toy. Reinforcement is gradually reduced. Later - after skill is acquired in the use of several toys - they can be made readily avaliable to the student.	Carpet scraps Form box Incline for ball Push button Pull string toy Wind up music box Busy Board or other materials motivating

Accession Number 52895

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52895
TITLE: Learning to Interact VIA Simple Game
AUTHOR(S):
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-07 Social Interaction/Relationship to Peers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes implementers rolling ball.	Implementers model rolling a ball back and forth with another implementer.	Ball or any motivating object which can be used by more than one.
Interacts with implementers and rolls ball.	Roll ball to student and reinforce attempt to or actual rolling back of the ball. Reinforcement is gradually reduced.	
Interacts with implementer and others.	Repeat adding one more participant.	
	Repeat. Do not participate, but does reinforce.	
Interacts with others (peers)	Same as above - but implementer sets up activity and leaves . . . (far enough away not to distract and close enough to observe.)	

Accession Number 52896

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52896
TITLE: Learning to Socialize
AUTHOR(S): S. Beri, M. Lapos
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S): This method was implemented with an older, institutionalized resident.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to people in a positive manner.	Bring coffee (or other reinforcing materials) to ward, sit and talk informally. Take resident for short walks outside ward area. Bring in items of interest to resident (in this case, watches, jewelry, mirror, brush.) Ignore uncooperative anti-social behavior.	Coffee Cold drinks Watches Wind up toys (Lacing shoe, See and Say toys) Mirrors Jewelry Comb/brush

Accession Number 52897

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52897
TITLE: Learning to Extend Arm
AUTHOR(S): S. Beri, M. Lapos
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Extends arm with assistance.	1) Place palm of hand under upper arm. With other hand slowly put pressure on the top of the forearm to extent it. Student should be in the most relaxing position. 2) Hold arm by wrist. With other hand, stimulate extensor muscle (underside of upper arm) by rubbing vigorously, stroking with ice or slapping lightly. 3) Tape Velcro wrist bands on each wrist. Attach small bells to the bands. Place on student during those times when student will be alone in crib or chair.	Mat Velcro wrist bands Bells

Accession Number 52898

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52898
TITLE: Promoting Head Control and Body Rolls
AUTHOR(S): S. Berl, M. Lapos
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Position student in prone position on a roll.	Mat Roll
In prone position holds head erect when stimulated.	(a) Stimulate the back of the neck by lightly stroking or tickling the muscles.	
Rotates head to left, then to right.	(b) Lightly stimulate the outer surfaces of the left ear, to encourage head rotation. Repeat with right ear.	
Raises head in response to stimulation.	(c) Stroke or tickle the bottom of the feet to encourage student to raise head.	
	(d) With thumb and index finger, press the muscles on either side of spinal cord, starting at shoulders and progressing down spine, pressing every other vertebrae.	
Rolls with assistance.	(e) Stroke student's ear or cheek to start the student's head turning. Gently rock student at shoulders and hips, pushing in direction head is turned, to start the rolling movement. Allow student to take activity gradually.	

Accession Number 52899

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52899
TITLE: Learning to Sit and Maintain Head Control
AUTHOR(S): S. Beri M. Lapos
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
In sitting position, maintains head control.	(a) Sitting on mat, place student in front of you, supporting him from behind in following fashion: Lift student's elbows out and up with your palms - lift to shoulder level. Feet and legs should be positioned according to physical limitations of student.	Mat Bolsters Plastic doughnut Bouncer
	(b) Place student in baby bouncer or walker appropriate to size and weight. Support student's trunk with bolsters, plastic doughnuts etc., to maintain erect posture. Stimulate student to hold head up by touching lip area with ice. Gradually reduce amount of bolstering necessary to keep student erect.	Chair or Walker Ice

Accession Number 52900

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52900
TITLE: Learning Basic Shapes of Triangle, Circle and Square
AUTHOR(S): M. Kuprevich and C. Brennan
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
D1-06 Readiness/Designs, Patterns
F7-01 Basic Geometry

CONSIDERATIONS FROM EDITOR(S): Form board is a teacher-made device. A large piece of piywood 1" thick with three shapes cut out of it. ○□△

Repetition and daily recall of all shapes is necessary.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recognizes a cirlce from other objects.	1. Introduct the name "circle". 2. Have student find circles in the room.	Teacher-made form board Teacher-made work sheets
Colors and traces circle	3. Have student color the circle shape and begin tracing a circle within form board.	Candies and articles with shapes similar to (e.g., circle lifesaver, square gum, triangle Hershey kiss)
Discriminates circle from other shapes.	4. Use a shape form board and have student discriminate the circle from other shapes 5. Use work sheet games such as a treasure hunt to find the circle from among other shapes.	
Recognizes and discriminates a square from other shapes.	Use all above procedures changing some games such as find all the square candies in the bag, etc.	
Recognizes and discriminates a triangle from other shapes.	Repeat same procedures always reinforcing previously learned shapes.	
Demonstrates knowledge of all three shapes.	Use entire form board requesting student to point to all three shapes at random on request.	

Accession Number 52901

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52901
TITLE: Teaching Use of Language Board
AUTHOR(S): R. Reichenbach, P. Dougan
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-05 Speech and Language Development/Expressive Language

CONSIDERATIONS FROM EDITOR(S): Student should have:

1. Ability to communicate "yes" and "no" (eye blink, head shake, etc.)
2. Ability to recognize common pictures and their functions (glass, bed, dress, spoon)
3. Ability to recognize emotions (happy, sad, sleepy, etc.)

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Consideration from editor cont. 4. Ability to discriminate between pictures by looking, or pointing upon request. 5. Ability to grasp.	
1. Recognized and points to functional pictures	1. Present pictures and instruct the student to point with her hand to the appropriate picture upon request, using social reinforcement.	1. Language board (D-3 #90529)
2. Uses a pointer to identify pictures	2. Instruct the student to grasp the pointer and point to the appropriate response, using social reinforcement.	2. Attention-getting devic (D-3 #90530)
3. Uses an attention-getting device to attract an individual.	3. Present attention-getting device and walk away, reinforce socially and by returning to student when device is sounded.	3. Peabody pictures
4. Recognized function of language board	4. Present language board, instruct the student to sound the attention-getting device and point to the desired picture. Reinforce by carrying out request of student.	4. Pointer

Accession Number 52902

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52902
TITLE: Following Simple Directions
AUTHOR(S): M. Freund
SOURCE: Middle Urban
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A6-03 Comprehension/Non-Reading

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Student focuses eye contact on implementer.	1. Speak clearly and distinctly using short simple directions.	
Student attends to oral directions.	2. Precede oral direction with a statement of the number of things the student is asked to do "John, there is one thing I want you to do."	
Student focuses eyes on fingers on implementor.	3. Hold up a separate finger for each task as it is specified.	
	4. Ask student to repeat the direction as the implementor raises his own finger.	
Student repeats direction in sequence raising his own finger if desired as long as it does not interfere with repetition of the direction.	5. Sequence is repeated with visual finger cues until student repeats sequence successfully.	
	6. Following successful repetition of the tasks implementor directs "Do it now."	

NLRC/P

Accession Number 52903

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52903
TITLE: Using Written Statements to Communicate
AUTHOR(S): B. Frawley ID #32
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: T2-07 Physically Oriented Handicaps/Speech

CONSIDERATIONS FROM EDITOR(S): For non-verbal student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create a list of statements and/or questions and place them adjacent to activity or object the statement describes: Examples: 1. I am finished (to signify end of assigned work) 2. yes 3. no 4. May I get my coat? Present student with a pocket notebook and list each statement in the notebook.	Pocket Notebook
Hands appropriate statement or name card upon request.	When student reaches for object or initiates an activity, intervene by pointing to statement and saying, "Tell me what you want." Reward and allow student to initiate activity.	

Accession Number 52904

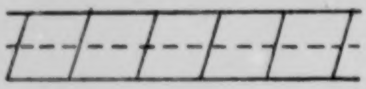
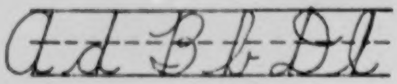
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52904
TITLE: Following a Slant Mark to Improve Cursive Writing
AUTHOR(S): V. Young
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-02 Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On lined paper, put a slanted line so that the student can make a letter over it. Example: 	Lined paper
Uses slanted line to practice cursive writing.	Instruct the student to use the slant as either part of a letter or make a letter around it. Example: 	

Accession Number 52905

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52905
TITLE: Memorizing Flash Cards
AUTHOR(S): J. Yates
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Obtain addition flash cards with addends 0 to 5.	Addition flash cards
	Divide flash cards into two groups; odd sums and even sums.	
	Beginning with the even group, lay out cards 0 2 4 6 8 10 .	
Calculates addition facts from flash cards.	Using just the even-summed cards, expose one at a time. Have student figure answer and place card in correct "pile" according to sum. Continue through pile. Repeat daily until automatic.	
	Then repeat entire process with the odd group.	
	You may want to chart progress.	

Accession Number 52906

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52906
TITLE: Thumb Sucking
AUTHOR(S): B. Young
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Loosely put masking tape on student's thumb.	Tape
	Draw picture of sad face.	Magic marker
	Tell student a story about "Thumb Sad in mouth".	Reward
Refrains from sucking thumb.	Establish a certain number of times student is to suck thumb. Reward student when he follows time allowance.	
	Gradually reduce the number of times he is allowed to such thumb.	

Accession Number 52907

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52907
TITLE: Paying Attention During Lesson
AUTHOR(S): M. Freund
SOURCE: Middle Urban
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-02 Auditory Attention Span
A2-02 Visual Attention Span

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Set aside a regularly selected work period (begin with 10 min. on 3 days).	
	2. Select an uncluttered work space.	
Student makes eye contact with teacher.	3. Direct student's attention to task or activity by making eye contact.	
Student maintains eye contact and attends to teacher.	4. Provide structure for the work session by specifying the behavior expected and determining reward.	
	5. Focus on one concept at a time by introducing only one material at a time.	
	6. Speak clearly and distinctly using short simple sentences or directions.	
Responds to task or activity.	7. Maintain attention to the task by rewarding the student with hug, pat, smile, verbal praise.	
	8. When directions on expected response changes, remove the material from student's view (or cover it up).	
Receives reward.	9. Distribute reward, if earned.	

Accession Number 52908

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52908
TITLE: Sequencing Unrelated Words, Numbers, or Sounds
AUTHOR(S): M. Freund
SOURCE: Middle Urban
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A1-13 Auditory Sequential Memory

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to teacher.	1. Focus student's attention to task	Whistle Scissors Hammer Word List
	2. Select 2 unrelated sounds (snap, clap) (whistle, stomp).	
Closes eyes or turns around and listens to pattern sequence.	3. Instruct student to close eyes or turn around.	
	4. Make sounds.	
Repeats sounds in same sequence.	5. Ask student to repeat sequence.	
	6. Gradually increase number of sounds in the series as student responds correctly.	
Repeats words or numbers in a series.	7. Introduce series of unrelated words or numbers and repeat above sequence.	

Accession Number 52909

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52909
TITLE: Modeling Letters with Clay
AUTHOR(S): G. Williams
SOURCE: Middle Urban
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-20 Reading Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On 2" x 3" pieces of construction paper print a letter to the alphabet on each (upper case only).	Flash cards Modeling clay
Repeats letter name.	Present student with one letter flash card at time and name it. Prompt student to repeat it.	Paper Crayon or pencil
Models letter with clay. Says and prints letter on paper.	Give student modeling clay and using letter flash card as a model, ask the student to form letter with clay matching the model. Finally, give student paper and crayon, repeat above; saying the letter then copying model.	

Accession Number 52910

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52910
TITLE: Word Recognition Based on Fernald Method
AUTHOR(S): B. Jewell
SOURCE: Western Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	I. Ask student for a word he would like to learn to read.	File box for 8" x 5" cards
	A. Print his word with magic marker on a file card.	8" x 5" cards
Traces over each letter with index finger, spelling the word aloud.	B. Have the student trace over each letter with the index finger of his writing hand, spelling the word aloud and tracing the letters using correct stroke sequence.	Alphabetical dividers (for file box) Loose leaf notebook Typing paper
Writes word on table spelling it aloud.	C. Repeat as necessary. When the student thinks he can remember the spelling, have him write the word on the table spelling it aloud.	Lined paper Magic marker Colored pencils
Writes word in pencil from memory on paper.	D. Have the student write the word in pencil on lined paper from memory.	
	E. If memory fails, return to beginning.	
	F. Repeat the above procedure with 4-5 additional words. Then have the student read all the new words.	
	G. Have the student file the word cards alphabetically in his box.	

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 52910

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Writes a story.	II. Have student write a story--either real or imaginary. If he is unable to come up with one idea, stimulation could be provided via pictures, discussion, or materials such as Story Boards by Olivia Hall.	
Discusses main idea of story, sequence of events and decides on a title.	A. Discuss with the student the main idea of his story and the sequence of events. Have him decide on a title. 1. Tell him to write the title, omitting one word he is not sure he can spell correctly. 2. Write each word he is unable to spell on a file card, and repeat procedures (IB-G), before he writes the word on his paper.	
Forms sentences for story orally, then writes each on paper.	B. Guide the student in the formation fo subsequent sentences. Try through discussion to have him elaborate as much as possible without attempting to change his idea or language significantly. It is important that the wording be the student's own. 1. When the student has formed his sentence orally, have him write it on paper, again stopping for words he can not spell. (If he writes a word incorrectly, have him erase the entire word.)	

NLRC/P

Accession Number 52910

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	2. For each word he can not spell, repeat procedures IB-G.	
Reads the completed story orally.	3. When the story is complete, have the student read it orally.	
Reviews all new words.	C. Instruct the student to go through his file box, to review each of his words in alphabetical order while the teacher types his story on plain white paper.	
Illustrates story.	1. If there is room on the same page, student may illustrate his story in colored pencil.	
Re-reads the story.	2. Have him re-read the type-written story.	
Reads new words orally.	D. Have the student read orally all of the new words accumulated to date. For the word to be considered right he should recognize it by sight--not labor over individual sounds or sound combinations.	
	1. Keep a daily progress chart of the number of words correctly pronounced.	
	2. Separate words the student missed from the file. Have him review those words by:	
Uses newly accomulated words practically.	a. Finding them in his stories and reading them in the context of the sentence. b. Using the word in other original sen-	

NLRC/P

Accession Number 52910

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS

tences.

c. Repeating the tracing procedure until he can write it without a model.

III. Supplementary Activities

A. Play word recognition games of various types to review accumulated vocabulary. Do this whenever the student seems to miss an excessive number of words during the review.

B. Occasionally allow student to re-read stories written earlier either to you or to other students (or family).

C. Present some of the student's words in a context other than his own sentences or on individual file cards, eg. word lists; unfamiliar sentences using his words and other words he knows, etc.

D. Have the student build sentences by placing a set of word cards in a grammatical sentence.

the | girl | made | a | new | dress

E. Teach alphabetizing by the second and third letter.

IV. Once the method is well established, some changes can be considered.

NLRC/P

Accession Number 52910

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	A. Work toward fewer initial tracings of new words, and evential use of visual memory only. B. Phonics skills (which may elude the student previously) can be reintroduced as they relate to the student's learned reading vocabulary. C. New words can be formed by vowel and consonant substitution using the student's words as a base.	

Accession Number 52911

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52911
TITLE: Choosing One Word From a List of Fifteen
AUTHOR(S):
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D5-13 Vocabulary/Sight Words
D2-13 Phonics/Sound Blending

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give student a paper containing 15 three or four letter words.	Crayon
Examines word list. Listens to the pronounciation of specific word	Pronounce the words one at a time, leaving enough time for the student to find the word. Then once he has found the word, direct him to circle it.	
Circles the pronounced word on the list.	If he circled a wrong word he must sound out other words until he finds the correct word.	

34

Accession Number 52912

NLRC/P

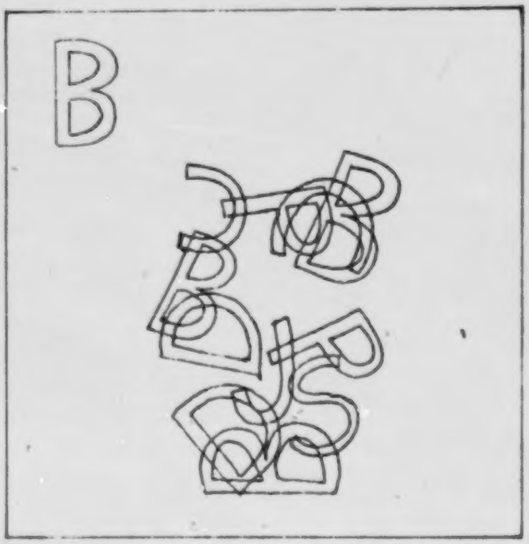
SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52912
TITLE: Discriminating One Letter When Within a Scramble
AUTHOR(S): E. Dwell
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-07 Visual Figure Ground
D1-20 Reading Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present worksheet.	Attached ditto sheet
Traces letter in upper corner.	Instruct the student to trace the letter which is presented in the upper left corner of the paper.	
Traces outline of the same letter when within a scramble of letters.	Then explain to the student that he should find that same letter within the scramble of letters on the sheet and draw over the outline.	



Accession Number 52913

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52913
TITLE: Mother and Father Concepts
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-17 Vocabulary/Word Picture Match

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut out pictures of a mother and a father. Cut out the words father and mother.	Pictures
Discusses mother and father concepts and pictures.	Discuss with student the words mother and father and then illustrate matching each picture to their words.	
Matches pictures with corresponding words.	Give the student pictures and corresponding words and have him place the word under the right picture.	

Accession Number 52914

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52914
TITLE: Telling Time to the Hour and to the Half Hour
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF F7-12 Time Concepts
LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Explain that the hour hand says the number that it is pointing to.	Clock stamp
	Explain that the minute (small) hand says o'clock when it is at 12 and half past when it is at 6.	Ink pad Paper (8½" x 11" and 4" x 4"
	Give out a 8½" x 11" sheet of paper with six clocks stamped on it and six 4" x 4" sheets of paper with corresponding clocks stamped on them, each with a time to the hour and half hour drawn on it.	Magic marker
Matches clock illustrations to corresponding times.	Have the student match corresponding clocks which illustrate a time to the hour and to the half hour.	

Accession Number 52915

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52915
TITLE: Measuring Lines With a Ruler
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw ten lines on a piece of paper of various lengths.	Ruler Magic Marker Paper
Measures each line with a ruler.	Instruct the student to measure each line with a ruler.	
	Be sure the end of the ruler is placed at exactly the beginning of each line.	
Writes measurement beside each line.	Have student write his measurement of each line on the paper besides the line.	
	Assist when needed.	

Accession Number 52916

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52916
TITLE: Behavior Modification
AUTHOR(S): S. Snyder
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Specifically identify behaviors, stating them in observable, behavioral terms.	Behavioral check list (attached)
Demonstrates the ability to behavior within the limits of the check list behaviors.	Utilize behavioral check list with established behaviors.	
	Give the student a check for each behavior exhibited during a given time block on the check list.	
	At the end of morning and afternoon session, tally checks.	
	Student should receive 80% of possible checks to be rewarded.	
	Rewards should be chosen in accord with student's likes and dislikes.	

2916

Behavioral Checklist - (Student's Name)

Friday, __________, 1975

	Percep.	Circle	Read	BR	Math	Lunch	Recess	Music	Play	Rest
Raises Hand										
Seated										
Social										
Permission										

AM | PM

Total Checks: ________
Reward: ________

Total Checks: ________
Reward: ________

Weekly Progress Report: _____ - _____, 1975

(Student's Name)

Behavior	Monday		Tuesday		Wednesday		Thursday		Friday	
	Total Checks	Total Possible	Total Check	Total Possible	Total Check	Total Possible	Total Check	Total Possible	Total Check	Total Possible
Raised Hand										
Seated										
Social										
Permission										
Percent										

Accession Number 52917

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52917
TITLE: Spelling with Letter Cards
AUTHOR(S): L. Motter
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E3-05 Spelling Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Select a word to be learned and write each letter on a 3" x 5" card.	3" x 5" cards Magic marker
Cuts letter out of 3" x 5" cards.	Have the student cut their letter out.	Bulletin Board
Staples letters on bulletin boards.	Call each letter one by one spelling the word. Then staple them to the bulletin board.	Stapler
Sounds out each letter and syllable to pronounce word with assistance.	Together with the student sound out each letter syllable by syllable to pronounce the word.	
Stands, turns around ans spells word.	Have one student come up and point to each letter and spell the word out loud.	

Accession Number 52918

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52918
TITLE: Classifying Class, Subclasses and Complementary Classes
AUTHOR(S): L. Jones
SOURCE: Urban Units
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-02 Reading Readiness/Classify, Categorize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Examines toys	Distribute toy planes, trucks and cars.	2 small red planes and trucks
Discusses and describes each of the toys.	Have student discuss objects and describe each one.	2 small yellow planes and trucks
Divide objects into trucks and things-to-ride-in--not trucks	Have student divide objects into two sets: trucks and things-to ride-in that are not trucks.	2 large red planes and trucks
Makes up own two set classification.	Have student divide objects into two sets of his own.	2 large yellow planes and trucks
Explains classification	Have student explain his classes.	
Envents many ways to create sets.	Encourage student to invent many ways to separate into two sets (i.e. red and not red.)	1 car
		2 dishes

Accession Number 52919

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52919
TITLE: Bulletin Board Exercises
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D4-03 Structural Analysis/Compound Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Teach the concept that two small words can be put together to make one compound word.	Posterboard Magic marker
	Place on a bulletin board a large poster with words scrambled on it.	
Selects two small words to create a compound word.	Have the student put two small words together to make a compound word. Do this until all the words are used.	

Accession Number 52920

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52920
TITLE: Employing the Associative Principle to Learn Multiplication Facts
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication/Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with paper clips and a mulitplication fact. Example: 2 x 4 = ☐	Paper clips
Demonstrates the understanding of the associative principle.	Explain to the student that he should use the paper clips to represent the multiplication fact, arranging them in two groups with four in each group. Have the student then count clips in each group and total all groups. Continue this procedure for each multiplication fact.	

Accession Number 52921

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52921
TITLE: Selecting Alike and Unalike Objects
AUTHOR(S): M. Abbott
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-13 Reading Readiness/Likenesses and Difference

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present the student with 3 objects, 2 of which are duplicates. Select one of the duplicates and ask the pupil to point to the one which is just like it. Confirm student's response by saying "These are alike."	Objects: pencils books crayons straws
Points to the unlike object.	Next show 3 objects, 2 of which are duplicates. Ask the student to point to the one which is different. Confirm student's response by saying, "This is different."	
Demonstrates understanding of similar and dissimilar concepts	Then, show a variety of 2 duplicate objects and ask "Are these alike or different?" Show a variety of 2 dissimilar objects and ask, "Are these alike or different?"	

Accession Number 52922

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52922
TITLE: Determining Shortest and Longest
AUTHOR(S): E. Zeltz
SOURCE: Western Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with rods of various lengths.	Rods of different lengths
Arranges rods from shortest to longest, from left to right.	Prompt student to arrange the bars in order, so that the shortest one is over to the left (point) and the longest to the right (point).	

Accession Number 52923

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52923
TITLE: Sentence Flash Cards Used to Denote Tense
AUTHOR(S): Bromhead
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D4-12 Structural Analysis/Past, Present

CONSIDERATIONS FROM EDITOR(S):

To be used after lessons of tense has been given.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Together with student create sentences.	12" x 3" oaktag cards
	Write each sentence on 12" x 3" cards.	Magic marker
Creates sentences in different tenses with assistance.	Write tense of sentences on back of each card, prompt student to elicit the tense of each sentence.	
Demonstrates understanding of past, present and future tenses.	Use finished cards in a flash card manner to give student practice on past, present, and future tenses.	

Accession Number 52924

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52924
TITLE: Alphabetizing Word Cards to Imitate Dictionary Skills
AUTHOR(S): J. Shoop
SOURCE: Suburban Unit
EDITOR(S) P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E5-01 Study Skills/Alphabetize
E5-02 Study Skills/Dictionary

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Obtain word cards for the purpose of practicing alphabetizing.	3--8" x 10" pieces of paper
Makes alphabet section papers with assistance.	On each of the three 8" x 10" pieces of paper, together with student, put the letters of the alphabet on each in the following sections: 1. A - G, 2. H - Q, 3. R - Z	Magic marker Word cards
	Explain that you are dividing the alphabet into three sections to help in finding words in a dictionary.	
Places word cards on the correct alphabet paper.	Instruct the student to pick up a work and place it on the proper piece of paper, according to the first letter of the word.	

Accession Number 52925 70

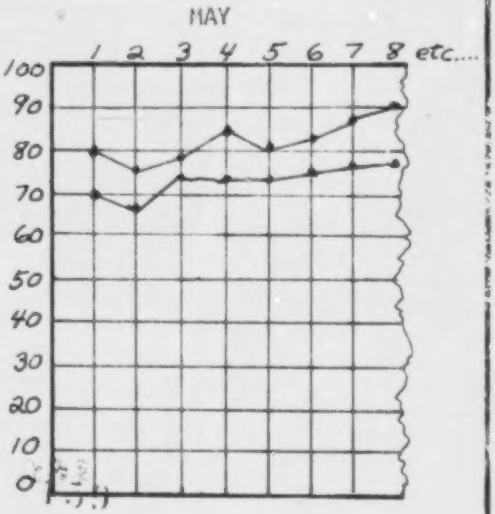
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52925
TITLE: Charting Temperature
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-11 Temperature

CONSIDERATIONS FROM EDITOR(S): Student should be able to count by 2 and to read thermometer.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create a chart for recording temperature twice daily for a month.	Thermometer
Charts temperature twice daily for a month.	Instruct the student to check the temperature everyday at 9:00 a.m. and at 2:00 p.m. Using two different colored magic markers (possibly red and blue) for each recording.	
Discussing various aspects of temperature comparing days, weeks and months	At the end of the month, make comparisons as to the highest and lowest temperature for a week or month. Also, note temperature change from 9:00 a.m. to 2:00 p.m.	
	Example: 	

Accession Number 52926

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52926
TITLE: Purchasing Food Items Out of the Newspaper
AUTHOR(S): M. Doyle
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-07 Money Concepts
F7-04 Money/Making Change

CONSIDERATIONS FROM EDITOR(S): Student should know value of coins and be able to complete total value to $1.00.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give each student two dollars in change and newspaper food lists.	Coins
Demonstrates ability to work with money, making change and purchases.	Designate a cashier and instruct the student to locate the price of a particular item (which you put on the board) and then take money to purchase the item to the cashier. Alternate cashier.	Newspaper food lists with prices. Cash register or cash box

Accession Number 52927

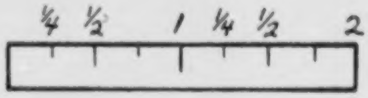
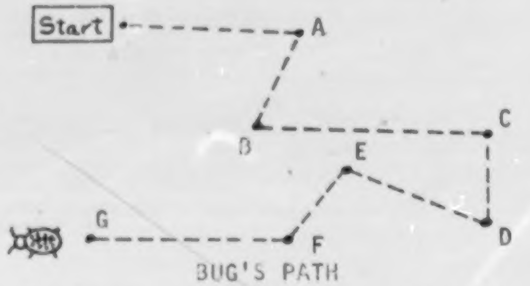
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52927
TITLE: Measuring a Predetermined Path
AUTHOR(S): M. J. Doyle
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	F4-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S): Student should have the ability to use a ruler and maintain an understanding of inch and half inch.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sketch drawing of a ruler with inch marked, 1/2 inch marked, and 1/4 inch marked  With colored chalk sketch the following path. Example:  Nearest Inch · Nearest Half Inch · Nearest Quarter Inch	Colored Chalk
Measures each section of path to the nearest inch.	Ask student to trace with colored chalk, the path the bug took to get to point A, then to measure and record to the nearest inch. Repeat with distance between A and B, B and C; C and D; D and E; E and F; F and G.	

NLRC/P

Accession Number 52927

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Measures each section of path to nearest half inch; quarter inch.	Then repeat above measuring to the nearest half inch; quarter inch.	

Accession Number 52928

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52928
TITLE: Calculating Liquid Measurement
AUTHOR(S): P. Miller
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-05 Measurement Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Measures number of cups in a pint; pints in a quart and cups in a quart.	Present student with pint container and instruct the student to fill it completely with the measuring cup, keeping note of how many cups used. Repeat above procedure for calculating how many pints in a quart; and cups in a quart.	Measuring Cup Pint Container Quart Container Liquid

Accession Number 52929

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52929
TITLE: Listening and Following a Reading Selection
AUTHOR(S): L. Bullington
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-04 Reading Comprehension/Silent Reading

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Selecting reading material above student's frustration level.	Tape recorder Tapes
	Either employ another student or tape selection yourself slowly and clearly so that student can follow successfully. Do not omit first occurence of key words, especially when reading from a text.	
	Tape section from book. Omit a word and say "write the word" at least once a paragraph.	
Listens to taped selection and follow in book. Writes omitted words.	Review tape with student once to be sure he can work recorder independently (using pause button) and understands he is to write a word when told. Emphasize he is to follow along in the book while he listens.	

Accession Number 52930

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52930
TITLE: Using Pictures to Illustarte Seasons of the Year
AUTHOR(S): B. Young
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-04 Reading Readiness/Copy, Trace
H1-00 Earth Science

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discusses seasons of the year.	Discuss clothing, trees, plants, temperature, weather, etc. that occur in each season.	Magazines Paste
Locates, cuts and pastes pictures in magazines illustrating seasons of the year.	Together with student look through magazine and find pictures that will tell you about a particular season. Cut out and paste on paper for eacn season.	
Writes stories about seasons.	Instruct student to write stories for the seasons using the pictures.	

Accession Number 52931

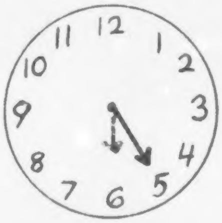
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52931
TITLE: Drawing Clock Hands on Clock Faces
AUTHOR(S): B. Young
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F7-10 Telling Time

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Draws clock hands in designated color code.	Create a ditto with clock faces and times stated over face in color code. Insturct the student to make clock hands for each face to represent the designated times. Using Magic Markers, designate the color red to be used to draw the hour hand and black to be used to draw the minute hand. Example: 6:25 	Magic Marker Ditto Master

Accession Number 52932

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52932
TITLE: Determining Direction of Object in Pictures
AUTHOR(S): J. Yates
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-07 Reading Readiness/Directionality

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	On the board draw a house on the right side and another house on the left side. Then draw 2 cars or trucks (may make use of toy models if possible), one point left and the orther pointing right. Demonstrate how one will drive off to finish at "Left" house and one will finish at "Right" house. Explain that when two things are facing the opposite way, the two pictures are not exactly the same.	
Demonstrates understanding of directionality.	Draw other examples into the pictures: birds, people, feet, etc. Then ask student which house each item is heading for and would finish at. Then ask if pictures are the same.	

NLRC/P

Accession Number 52933

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52933
TITLE: Naming Words With the Same Initial Sound
AUTHOR(S): Samsak
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-02 Consonant/Initial
D2-15 Vowel/Initial

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Instruct students to sit in a line. Designate the first student in line to start.	
Matches initial letters of words.	Explain that he says a word, the second student must say a word beginning with the same initial letter. Continue this to end of line. At this point, the last student becomes the starter, moving to the beginning of the line. This new starter must use a different letter and then continue in the same manner. If desired, score may be kept for correct word.	

Accession Number 52934

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 52934
TITLE: Regrouping and Place Value Color Coded
AUTHOR(S): A. K. Miller
SOURCE: Middle Urban
EDITOR(S) P. Seeger , CCSU #15

CONTENT DESCRIPTORS
OF F1-13 Numeration/Place Value
LEARNING OBJECTIVES: F2-10 Addition/Regrouping

CONSIDERATIONS FROM EDITOR(S):

Prerequisite for student--Knowledge of place value, one, tens, hundreds.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Obtain 3 colors of chalk each column; ones, tens, and hundreds.	3 colors of chalk
	Review place value concepts, assigning one of 3 colors to each value.	
	Example: Hundreds (Red) Tens (Green) Ones (Blue) $\begin{array}{r} 246 \\ +\ 418 \\ \hline \end{array}$	
	Using appropriate color work through on example problem involving regrouping. Be sure to use correct color for each column.	
Demonstrates understanding of place value and regrouping concepts.	Continue with several problems, prompting student to work with the appropriate color chalk. Give assistance.	

Accession Number 52999

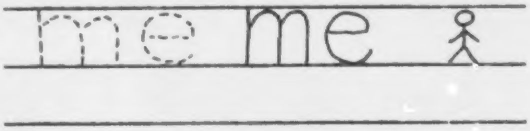
SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 52999
TITLE: Letter Spacing and Formation
AUTHOR(S):
SOURCE: Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-20 Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Print words from Categorical Sounds Systems reader A using proper spacing and letter formation.	Categorical Sounds Systems Me - Reading Book A
Traces dotted word	Prepare paper as follows using vocabulary from reader:	pbl. Motivational Learning Programs, Inc.
Traces whole word example.		Paper
Looks at picture cue and verbalizes.	1. tracing 2. whole word 3. picture cue	
	Later, provide practice in word spacing and drill for sight vocabulary with sentences from the reader	

Accession Number 53004

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53004
TITLE: Increasing Speed of Word Attack Skill
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-14 Phonics/Sound/Symbol Relationship

CONSIDERATIONS FROM EDITOR(S): Prerequisite: Student must be able to identify and produce the sounds introduced in previous books in the Programmed Reading series.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads orally from Programmed Reading with assistance.	Working on a one-to-one basis with the student, encourage the student to read aloud from Programmed Reading. Help the student attack words phonetically.	The Sullivan Programmed Reading Series by McGraw-Hill.
Reads words from word cards with assistance.	Go through word cards with student helping student sound them out.	Flash cards of new sounds and words introduced in Prereader.
Independently reads as many cards as possible within one minute.	Go through word cards for a one minute timing. Prompt student to read as many cards as possible. On graph paper keep a chart of the number of words read correctly, and number of errors per minute.	Stop watch Chart paper
	The timing and charting add incentive to read the words quickly, to learn them fast and to "do better than last time".	
	You may also keep an Oral Reading Rate Chart. Student reads aloud from the workbook for two (2) minutes; words are counted and the number is divided by 2. The number is recorded as "Word per minute". This charting is done daily.	

Accession Number 53005

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53005
TITLE: Mnemonic Device to Recall Letter Sounds
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: D2-14 Phonics/Symbol Relationship
D1-20 Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Identifies letter symbols Associates letter sounds with symbols.	Give verbal and kinesthetic mediators to help student remember what the letters look like and what sounds they make. These clues will enable the student to use the visual form of the letter itself as a mnemonic device to recall the corresponding sound of the letter. b - guide student's hand while he traces the letter with his index finger. Tell him to think of a baseball bat with a ball. Say, "First the bat, (trace the down stroke), then the ball (trace circle). Emphasize the /b/ sound in bat and ball. t - "a telephone pole" s - "a snake" f - "a flag" p - "a pipe (on the downstroke) discuss idea of drain pipe and "a penney" (tracing the circle). m - "a mountain"	Groovey Letters lower case Consonant Poster Cards - Milton Bradley.

Accassion Number 53006

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53006
TITLE: Discriminating One Letter from Another
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-20 Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Writes letter symbols with assistance. Recognized letter symbols Discriminates one letter from another	If student has the fine motor skills needed to print, give the same verbal mediators used to teach recognition and naming of the letters. Guide student's hand as you say these verbal clues. b - "First we draw the bat" (make down stroke) "then the ball." t - "T is a tall telephone pole" s - "s is a snake in 2 coils" f - "f is like a flag pole" p - "First we make the pipe", (as a drainpipe) - draw the downstroke "then a penny" (make the circle). m - "m is a mountain with 2 humps".	Primary Writing Paper Primary Pencil or crayon

Accession Number 53007

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53007
TITLE: Drilling Short a Sound
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-14 Phonics/Sound/Symbol/Relationship

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Drill the short "a" sound. Say /a/ while presenting /a/ on a flash card.	Pictures of things which begin with /a/
	Show pictures of things which begin with /a/.	Flash cards
	To master blending; use flash cards.	at ap
	at ap am	am
Touches the "a" and then the consonant with assistance and says the sounds simultaneously.	Guide student's hand having him touch first the a, then the consonant, saying the sound as he touches the letter.	
	Move his hand from the /a/ to the consonant faster and faster.	

NLRC/P

Accession Number 53008

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53008
TITLE: Blending CVC words
AUTHOR(S) J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D2-13 Phonics/Sound Blending
D2-18 Phonics/Vowel (Medial)

CONSIDERATIONS FROM EDITOR(S): Student have prerequisite skills of sounding these: /v/, /s/, /f/, /m/, /p/, /t/, and /a/.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sounds out; at; ap, and am.	Review the sound patterns, at, ap, and am. Practice until the student can say them "on sight". To master blending: use the CVC words on flash cards (such as: bat, map, sam).	Flash cards of CVC words using the following: /b/, /s/, /f/, /m/, /p/, /t/, and /a/.
Touches initial consonant with assistance. Vocally blends an initial consonant, the medial vowel /a/, plus a final consonant sound smoothly.	Guide the student's hand, having him touch first the initial consonant then the medial /a/, then the final consonant -- saying the sound as he touches the letter. Move his hand faster and faster until he can say the word.	

Accession Number 53010

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53010
TITLE: Arriving at School on Time
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-13 Social Interaction/Responsibility
M2-10 Social Interaction/Rules
M2-03 Social Interaction/Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Arrives at school on time.	(1) Check the time each day that the student arrives to class. (2) Each day the student is on time rewarded him with 10 credits. (3) On days the student fails to arrive on time he will receive no points. (4) When the student collects X number of credits he may exchange them for rewards.	

Accession Number 53011

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53011
TITLE: Using Behavior Checklist
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-08 Social Interaction/ Relationship to School
M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates willingness to follow behavior characteristics on checklist	Encourage student to take resource materials to regular class. Create a checklist of prepared behavior characteristics and prompt student to perform according to the characteristics listed on the checklist.	
Successfully follows behavior characteristics during class session.	Observe student in terms of characteristics listed on checklist during class time. Record on behavior checklist yes or no if characteristic was exhibited.	
Delivers checklist to teacher at the end of each class session.	At end of class session give the checklist to the student to forward to the resource room teacher. Reward student according to accomplishments.	

Accession Number 53012

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53012
TITLE: Refraining From Use of Profanity
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Refrains from the use of profanity.	Verbally count each time the student uses profanity. For each session that the student refrains from using profanity, give a reward of 10 points.	

Accession Number 52013

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53013
TITLE: Using School Behavior Checklist
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S): CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-08 Social Interation/Relationship to School
M2-12 Social Interaction/Social Behavior
M2-10 Social Interaction/Rules

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Improves on the following four characteristics 1. Following directions 2. Handing in assignments 3. Coming to class on time 4. Volunteering for classroom participation	Create a system where the student receives two points for each characteristic on behavior checklist which is positively done. Everytime student accumulates twenty points, she is rewarded with a free period in the Resource Room.	

Accession Number 53014

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53014
TITLE: Works on School Lessons for 30 Minutes
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Enters class and immediately secures materials. Sharpens pencil. Works conscientiously for a thirty-minute session without talking or daydreaming.	When student enters class, prompt him to secure materials and sharpen pencil. Then encourage student to maintain a working attitude for a 30-minute session. Encourage student to remain in his seat, not to talk, and to demonstrate a conscientious effort not to daydream.	

Accession Number 53015

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53015
TITLE: Improving School Work Habits
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-13 Social Interaction/Responsibility
M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Spends 20 minutes workint on reading and math.	Instruct student in both areas of math and reading.	
Attends to instruction of subject area.	Encourage the student to work independently on frequent occasions within the resource room.	
Spends 20 minutes on each subject daily.	Each day the student works for 20 minutes on each subject reward him 10 points for each subject.	
	These points being redeemable for prizes on specific days of the week.	

Accession Number 53016

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53016
TITLE: Using Established Procedures For Going to Resource Room
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-13 Social Interaction/Responsibility
M2-08 Social Interaction/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows procedure for acquiring work materials.	Develop a procedure that affords the student to go to Resource Room to acquire his work folder (for desired subject area) at varying times each day.	
Acquires time slip with teacher's signature and returns to class within designated time allowance.	At the end of each class period, present the student with a slip of paper stating the student's time of arrival and teacher's signature. Prompt student to take the paper and his work folder and return to class within a reasonable amount of time. Reward student through a point system.	

Accession Number 53018

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53018
TITLE: Subtracting Varying Numbers of Digits
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F3-01 Subtraction/Regrouping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes explanation of 2 digit subtraction	Explain to the student how to subtract 2 digit number from a 2 digit number. Do through use of chalkboard	Chalkboard SRA Cross Number Puzzles (subtract)
Works through SRA Cross Number Puzzles. Subtracts 2 digit number from 2 digit, regrouping tens.	Show student how to do SRA Cross Number Puzzles (subtraction). Correct answers and if there are 5 or less errors on a card allow the student to move to the next card. Help student with corrections if more than 5 errors occur.	Addition Spradley Computation Skills as Supplement pp 5-7
Works independently on subtraction cards.	Send student to work independently with the understanding that he can return for help when a problem arises. When all cards are complete, give post test. Repeat the same procedure for 3, 4 and varying digit numbers.	

NLRC/P

Accession Number 53020

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53020
TITLE: Answering Questions Relevant to Reading Material
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-11 Comprehension/Locating Answers, Reading for Detail

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads assigned paragraph	Prompt student to read each paragraph in Locating the Answer (Specific Skills Series).	Locating the Answer (Specific Skills Series)
Answers questions dealing with paragraph. Locates story details.	After reading the paragraph, prompt student to answer the questions appropriate to each individual paragraph. Review questions and student's responses.	
Selects own reading material.	Allow the student to select some reading material at the appropriate reading level.	
Answers questions relevent to reading material.	Prompt student to do the following questions in regard to the reading material. (a) Give the names of two characters in the story. (b) Tell three things that they did. (c) Name three places mentioned in the story. (d) Name four objects mentioned in the story. (e) Pick a sentence from the story that tells something about one of the main characters.	

Accession Number 53021

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53021
TITLE: Adding Varying Numbers of Digits with Regrouping
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F2-10 Addition/Regrouping
F2-07 Addition/Addition, Ragged Column

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes explanation of 2 digit addition.	Introduce to the student the way to add two 2-digit numbers. Do a few examples on the chalkboard.	
Works through worksheets. Adds two 2 digit numbers.	Design worksheet/s for follow up. Explain assignment sheets and show student how to record work.	
Adds independently.	Prompt student to do the work independently with the understanding that teacher is available for help.	
	Correct worksheet or workbook at the end of each day.	
	With three or less mistakes, prompt student to go to next part. Prompt student to correct any additional errors.	
	Repeat the same procedure adding: 3, 5, and 6 digit numbers.	
	Repeat the same procedure for adding varying number of digits.	

Accession Number 53022

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53022
TITLE: Subtracting Varying Numbers of Digits
AUTHOR(S): T. Myers ID #14
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F3-06 Subtraction, Two Column
F3-04 Subtraction, Horizontal
F3-05 Subtraction with Zero
F3-08 Subtraction, Ragged Column

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes explanation of 2 digit subtraction and regrouping. Practices subtraction independently. Subtracts 2 digit number from a 3 digit number, regrouping tens to hundreds.	Explain to student the procedure for subtracting a 2 digit number from a 3 digit number, regrouping tens and hundreds. Follow up with individual practice problems for the student to do independently. Check student's progress each day and review corrections before and continuing with next concept. Repeat procedure for subtracting a 1 diget number from 3 digit number with zero in tens place, regrouping tens and hundreds. Repeat procedure for subtracting a 2 digit number from a 3 digit number with zero in tens place, regrouping. Repeat procedure for subtracting a 3 digit number with zero in tens place, regrouping. Repeat procedure for subtracting a 4 digit number from a 4 digit number, regrouping. Repeat subtracting horizontally with varying digits.	

Accession Number 53023

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53023
TITLE: Using Specific Skills Series, Level C
AUTHOR(S): J. Trump ID #13
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-07 Comprehension/Drawing Conclusions, Predicting Outcomes

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads story silently. Draws conclusion to story by answering questions. Reviews story and makes corrections with assistance.	Prompt student to read silently from Specific Skills Series Level C - "Drawing Conclusions", and answer multiple choice questions on drawing conclusions. Check student's answers. Together reread sections of the story and discuss to correct mistakes.	Specific Skills Series Level C-Drawing Conclusions

NLRC/P

Accession Number 53024

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53024
TITLE: Using Specific Skills Series Level C
AUTHOR(S): J. Trump ID #13
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-08 Comprehension/Following Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads selection silently.	Prompt student to read silently from Specific Skills Series - Level C "Following Directions," and answer multiple choice questions on following directions.	Specific Skills Series - Level C "Following Directions"
Follows directions through question/answer procedure.		
Reviews section and makes corrections with assistance.	Check student's answers. Together reread section and discuss to correct mistakes.	

Accession Number 53025

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53025
TITLE: Using Flash Cards to Study Spelling Words
AUTHOR(S): N. Roberts ID #79
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E3-05 Spelling Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Together with students create flash cards to make sentences for illustration.	Flash cards
Creates flash cards with spelling words.	Every week encourage the students to make spelling flash cards to use to study with a partner.	
Uses flash cards to compose a sentence.	Demonstrate how to make small word cards (is, the, a, I, etc.) Then they can lay out sentences with their spelling words and copy them on paper. With this method they have the words right before them and do not need to "reach" for them.	
Copies sentence onto paper.		

Accession Number 53026

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53026
TITLE: Using Footstep Silhouettes for Walking Up and Down Stairs
AUTHOR(S): N. Baldwin ID #34
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-24 Gross Motor/Stairs

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes model for walking down stairs. Follows footstep silhouettes down stairs.	Arrange footstep silhouettes on steps of stairs for student to follow. Demonstrate for the student the manner for walking down the steps. Encourage student to model the procedure.	Footstep silhouettes
Observes model for walking up stairs.	Repeat for walking up the stairs.	
Walks down and up stairs properly on command.	Gradually remove silhouettes and allow student to attempt the procedure using verbal prompting only.	

Accession Number 53027

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53027
TITLE: Naming Letters of the Alpnabet
AUTHOR(S): N. Baldwin ID#34
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-01 Readiness/Alphabet
D1-20 Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Create 2" x 3" cards illustrating a letter, both in the capital and the small forms; one for each letter of the alphabet. Aa	2" x 3" cards
Names letters of the alphabet upon visual presentation.	Present each card in a different order each day and prompt the student to name each letter.	

Accession Number 53028

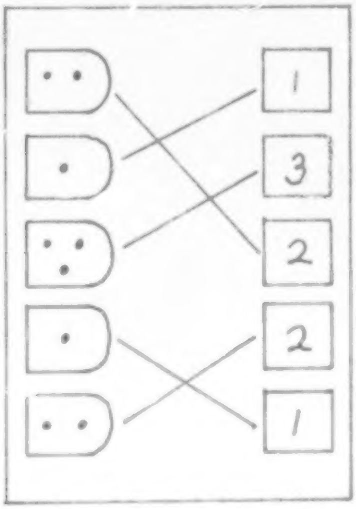
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53028
TITLE: Matching Numbers and Symbols
AUTHOR(S): N. Baldwin ID #34
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-08 Numeration/Numberal Recognition
F1-03 Numeration/Counting

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Recognized numeral symbol. Selects corresponding number of objects.	Present student with a card illustrating a numeral, 1, 2, or 3. Prompt student to select and show that number of objects. Use egg carton sections to hold 1, 2 or 3 objects in each and prompt student to place the proper numberal card in each section. Employ a matching board to achieve the same objective.  	Objects Egg carton Numeral card Matching board

Accession Number 53029

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53029
TITLE: Associating Pictures with Corresponding Words
AUTHOR(S): B. Frawley ID #32
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	D5-17	Vocabulary Development/Word Picture Matching
	E1-10	English Grammer and Composition/Noun
	D5-13	Vocabulary Development/Sight Words
	D5-03	Vocabulary Development/Color Words

CONSIDERATIONS FROM EDITOR(S): This method was established for a non-verbal student.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Associates picture with corresponding word.	Present nouns and color words to the student via picture cards. When these words occur in a word recognition lesson, prompt the student to select the corresponding picture card from a group of cards which serve as distractors. Examples for color word picture cards: Blue - a blue construction paper square a blue object	Picture cards

Accassion Number 53030

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53030
TITLE: Dictating and Reading Original Story
AUTHOR(S): H. Scott ID #34
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E1-18 English Grammer and Composition/Punctuation, Abbreviation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dictates a short story to implementer. Reads story back to implementer from chart.	Write a short story when dictated by the student. Do this on chart paper, then prompt student to read the story back from the chart paper.	Chart paper

Accession Number 53031

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53031
TITLE: Using Gestures for Words
AUTHOR(S): B. Frawley ID #32
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	
D5-00	Vocabulary Development
D5-13	Vocabulary Development/Sight Words

CONSIDERATIONS FROM EDITOR(S): This method was established for a non-verbal student, but not designed to be sign language.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of word meaning through gestures.	Present adjectives, verbs, articles and some nouns via gesture. Pair each word with a gesture. Work with one word at a time.	
Communicates by way of gestures.	Prompt student to demonstrate each by use of its corresponding gesture. Examples: you - student points to person to - student points index and middle fingers ride - student rocks forward and back on chair under - student will place hands under table long - student extends right and left arms from shoulders water - student imitates drinking by raising glass to mouth has - student clasps right and left hands together is - student places right hand at waist find - student places right hand above eyes against forehead with - student presses open palms together put - student presses index finger on table the - student makes fist, placing heel of fist on table directly beneath word "the"	

NLRC/P

Accession Number 53031

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	and - student will cross index fingers to form "plus sign"	
Listens to words read orally.	Present each word to be used in the lesson to the student orally.	
Discriminates that word from a group of words.	Give the student four printed word cards with the correct word card and three distractors from which the student is to accurately select the word read.	
	Example:	
	Read the word "find" to the student	
	Student selects "find" from distractors.	

NLRC/P

Accession Number 53032

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53032
TITLE: Discriminating Given a Word From a Group of Similar Words
AUTHOR(S): B. Frawley ID #32
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D5-13 Vocabulary Development/Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to words read orally.	Present each word to be used in the lesson to the student orally.	
Discriminates that word from a group of words.	Give the student four printed word cards with the correct word card and three distractors from which the student is to accurately select the word read. Example: Read the word "find" to the student FISH FIRE FIND FINE Student selects "find" from distractors.	

Accession Number 53033

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53033
TITLE: Discriminating a Given Sentence from a Group of Similar Sentences
AUTHOR(S): B. Frawley ID #32
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E1-22 English Grammar and Composition/Sentence Structure, Building

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to sentence when read orally.	Orally read each sentence to the student.	
	Present the student with four printed sentence strips; one being the orally read sentence, and three others being distractors.	
Discriminates that sentence from a group of sentences.	Prompt student to select the sentence strip which corresponds to sentence that was read orally.	
	Example: Read "Mother is in the the blue car", to the student.	
	Father is in the blue car.	
	Mother in the blue car.	
	The blue car is in Mother.	
	Mother is the green car.	
	The student selects #2 sentence strip which corresponds to sentence read.	

Accession Number 53038

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53038
TITLE: Locates Pictures to Illustrate Initial Sounds
AUTHOR(S): R. Gross ID #19
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-14 Phonics/Sound/Symbol Relationship

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with a piece of large construction paper with a letter of the alphabet on it. Example Aa.	Large construction paper.
Takes construction paper home.	Prompt student to take this home and cut out pictures from magazines which begin with that letter; then paste those pictures on the construction paper.	
Associates initial letter sounds of words with pictures illustrating that word.	This is done on a weekly basis, having a student bring in his "A" paper on Friday and he is given his "B" (or next letter) paper on the following Monday to be returned on Friday.	
Cuts out pictures from magazines which begin with a particular letter.		
Pastes each picture onto construction paper having that letter.		

Accession Number 53039

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53039
TITLE: Differentiates Vowels from Consonants
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-23 Phonics/Vowel Consonant Identification

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Explain to the student that there are two groups of letters in the alphabet: vowels and consonants. Demonstrate this by printing out the alphabet on flash cards, then picking out the cards a, e, i, o, u and placing these cards together.	Flash cards (make from paper)
Discriminates vowels from consonants.	Encourage student to look at the vowel group, name the letter, put the cards back in their place in the alphabet then pick them out again and separate them.	
Identifies y and w	Tell him that sometimes y and w are used as vowels too. Prompt student to pick them out also; then place them in the vowel group.	
Arranges flash cards in alphabetical order.	Prompt student to lay out the flash cards on the table, in alphabetical order. Assist student if necessary.	
Selects vowels from arranged alphabet with assistance.	Mark a small "v" (for vowel) in the corner of the cards (tell him to look for the vowel marker).	
Names five vowels.	Separate the five vowel cards and ask student to say their letter names in response to the question "What are the vowels?"	
	Gradually fade the "v" cue.	

Accession Number 53040

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53040
TITLE: Classifying Groups of Items
AUTHOR(S): L. Smith ID #54
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-02 Readiness/Classify, Categorize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes pictures of items.	Present the student with three groups of pictures: e.g. 1. apples, banana orange, grapes. 2. dog, car, bird horse. 3. car, bus, train taxi.	Pictures of: 1. apples banana orange grapes 2. dog, cat, bird, horse 3. car, bus, train, taxi
Demonstrates ability to classify items into groups. Ilicits a word or words that classifies the items in a group.	Prompt the student to name a word or words that classifies the groups, eg. #1 fruit, food, or things to eat. #2 animal; or pet #3 they have wheel; they take you places, vehicles; etc.	

NLRC/P

Accession Number 53041

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53041
TITLE: Stimulation Through Body Manipulation
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-03 Gross Motor/Body Movements
11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would prevent or inhibit response to body manipulation.

No Physical disability that would be complicated by body rolling and manipulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. This exercise is designed to stimulate through the use of body manipulation.	Bean bag chair Large rubber beach ball Large hard cardboard tube Mattress
	2. Various types of equipment can be used in the manipulation of the body. Some are: bean bag chairs, large beach balls, large cardboard tubes, and a mattress or soft carpet.	
Sits in bean bag chair.	3. The use of the bean bag chair is quite rewarding for the non-ambulatory student who has limited movement. The chair conforms to the shape of the student and he can be safely situated in a variety of positions while in the chair.	
Lies in prone position over ball and rolls back and forth and from side to side with support.	4. The large beach ball should be large enough to accommodate the entire body. Lay the student face down over the ball. Roll the ball back and forth and from side to side. Hold the student securely while rolling the ball, but allow the student to compensate for the frontward and backward and left to right movements.	

Accession Number 53041

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back within large tub and rolls from side to side with assistance.	5. The student can be laid on his back within a large tube and rolled from side to side making it necessary for him to compensate for any right to left movements.	
On mattress, rolls from side to side and from stomach to back with assistance; legs bent at ankles and knees; arms bent at elbows and wrists.	6. A mattress can be used to roll a student from side to side and from stomach to back. Legs, bent at the ankles and knees, as well as arms, bent at the elbows and wrists, can be moved up and down and from side to side.	

Accession Number 53042

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53042
TITLE: Stimulation Through Electric Body Vibrator
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-26 Gross Motor/Flexibility
A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would prevent or inhibit response to tactile stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on soft surface.	1. Position a student on soft surface, such as a carpeted floor or mattress. An electrical outlet should be close by.	Electric vibrator Carpeted floor or mattress
	2. Plug in the electric vibrator; kneel by the student.	
	3. Begin gently with the student so as not to frighten him. Take one of his hands and rub the palm momentarily with the vibrator.	
Responds to vibrator favorably.	4. Hold the vibrator so the student can see it. Rub the vibrator on your face or hand, to show the student that it is safe.	
	5. When the student has become somewhat accustomed to the feeling on his hand, move to another area of his body.	
	6. Continue use of the vibrator, as long as it relaxes the student, and as long as he responds favorable to it.	
	7. With caution, the vibrator can be used on paralyzed limbs and spastic limbs.	
	8. Guard against any severe tensing.	

Accession Number 53043

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53043
TITLE: Stimulation Through Brushing Techniques
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-26 Gross Motor/Flexibility
A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would prevent or inhibit response to tactile stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on soft surface.	1. Position student on soft surface suce as carpeted floor or mattress.	Variety of brushes (ranging in texture from very soft to hard)
	2. Remove student's clothing from area or areas of body that you wish to stimulate.	
	3. Brushes to be used can range in texture from very soft to quite brisk. They can also range in size from the smallest eyeliner brush to a wallpaper brush, with many in-between sizes.	Carpeted floor or mattress
	4. In the first encounter of the brushing stimulation use a soft brush. This is to guard against any irriation of the student's skin. Gradually move to a harder bristle brush in later encounters.	
	5. Brushing should take the method of long even strokes. Be certain to be aware of any excessive skin irritation and cease the exercise in this event.	
	6. This stimulation can be done all over the body, but is usually begun on the hands and feet.	
Responds to brushing stimuli	7. The face may be stimulated with a small eyeliner brush. At the	

Accession Number 53043

Continued

NLRC/P

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	corners of the mouth, move the brush in short swift movements up and down. (Occassionally this is done to execute a rooting and and sucking reflex). The face may also be stimulated in the area of the cheeks, eyelids, and just below the lower eyelashes.	

Accession Number 53044

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53044
TITLE: Stimulation Through Icing
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-01 Tactile Acutly

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would prevent or inhibit response to tactile stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTING ACTION	MEDIA/MATERIALS
	1. This exercise can be performed on the entire body at one time, or specific areas.	Large piece of ice
Lies supine on a soft surface.	2. Place the student on a soft surface lying on his back. Assure the safety of the student.	Soft surface such as mattress
	3. Remove the student's clothing from the area or areas that you wish to stimulate by the icing process.	
Responds to ice stimuli.	4. Secure a large piece of ice, about three times the size of a regular ice cube.	
	5. Rub the desired area of the student's body in long vertical strokes.	
	6. Rub in intervals to stimulate but not irritate.	

Accession Number 53045

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53045
TITLE: Tactile Stimulation Through Warm/Cold Water
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would prevent or inhibit the response to tactile stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTING ACTION	MEDIA/MATERIALS
Sits in chair and allows feet to be placed in basin of water.	1. Seat student in chair that is appropriate for his size. If the student is unable to maintain a sitting position, use a restraint, such as Posey restraint. Student's feet should be flat on the floor.	Two basins or two bath tubs, one with warm water and cold water in the other Bath towel
	2. Secure two basins of water, one should be cold and the other quite warm.	
	3. Place one basin of water by the student's feet.	
	4. Lift his feet into the basin, and splash the water around his feet. Do this for about two minutes.	
Responds to different water temperatures.	5. Then quickly move the other basin with the opposite temperature of water by his feet, and submerge them in this water, also splashing them.	
	6. This exercise can be repeated several times in one session. Make sure that there is a sharp difference in temperature.	
	7. This stimulation need not be confined to the feet, hands, and arms. The whole body can be stimulated in this way. Of course for the entire body stimulation, two tubs in close	

NLRC/P

Accession Number 53045

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	proximity of each other would be needed. It would be important that the student be handed easily and swiftly when taken from one tub and put into another. 8. Dry the student immediately and thoroughly when exercise is completed.	

Accession Number 53046

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53046
TITLE: Stimulation Through Electric Hair Dryer
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would prevent or inhibit response to tactile stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTATION	MEDIA/MATERIALS
Lies on soft surface.	1. Position student on soft surface such as carpeted floor or mattress. An electrical outlet should be close by.	Hair dryer (type with hose and hood) Carpeted floor or mattress
	2. Plug in the hair dryer, and then kneel by the student.	
	3. To reassure him that the hair dryer will not harm him, hold the hose part of it to your face or hand. The hood should not be on the end.	
Responds to flowing air stimuli.	4. When the student has witnessed several times that the air coming from the hose will not hurt him, move the hose to his hand.	
Assists in use of hair dryer.	5. If the student is at all capable, encourage him to assist you in holding the hose.	
	6. Move the hose up and down in close proximity to his arm, so that the air can be felt easily.	
	7. When the student becomes more relaxed with the hair dryer, move to different parts of the body.	
Responds to different air temperatures.	8. Change the temperature of the hair dryer often moving from hot to cold, so that the student may feel the difference of the two temperatures.	

Accession Number 53047

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53047
TITLE: Stimulation Through Tactile Experiences
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A5-01 Tactile Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent physiological impairment that would inhibit the response to tactile stimulation.

EQUIVALENT STUDENT TASKS	[illegible]	MEDIA/MATERIALS
	1. This exercise is designed to stimulate the student through the use of different textures placed on the instructor's hands in contact with the student's body through manual massaging.	Rubber gloves Gardening gloves Silk gloves Whipped cream Salt Sand Flour paste Jelly Sandpaper Fur mittens
	2. Some of the textures that the instructor can use to give a variety of feelings are: Rubber Gloves, Silk Gloves--Gardening Gloves, Whipped Cream, Salt, Flour Paste, Jelly, Sandpaper, Fur Mittens, Sand. This list can be endless with some creativity on the part of the instructor.	
Responds to different textures.	3. With one of the above listed textures on your hands, begin manually massaging the student's body. When you have massaged for a length of time, change the texture on your hands to one that is quite different. An example would be to massage the student with a good bit of coarse sand on your hands, wash it off and then massage his body with cool whipped cream.	

Accession Number 53048

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53048
TITLE: Stimulation of Auditory Senses
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A1-01 Auditory Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent auditory or other physiological impairment that would prevent or inhibit response to auditory stimulation.

SEQUENTIAL STUDENT TASKS	[illegible]	MEDIA/MATERIALS
Responds to various sounds.	1. Stimulating the student's auditory senses can be accomplished in a variety of ways. Those listed below are the beginning of a list that can be enlarged through the creativity of the instructor. 2. With a sound making device such as a decoder, or buzzer, bell, clacker (such as those used at parties) or transistor radio go to the student and make the noise behind his head to one side or the other. 3. If at all possible, remain out of sight, and keep the piece of equipment out of sight. Thus if the student responds, one can ascertain that he is responding to the sound and not to sight. 4. The sounds used should be varied often. You may want to stimulate with opposites such as a loud sharp sound in one ear and then a soft sound in the other. 5. Stimulation can also occur in the absence of normal background sounds. Quiet times as well as sound times serve as an important stimulation condition.	Decoder or buzzer Bells Transister radio Clacker

Accession Number 53049

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53049
TITLE: Stimulation of Visual Senses
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-01 Visual Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent visual or other physiological impairment that would prevent or inhibit response to visual stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Stimulating the student visually can be accomplished in a variety of ways as in auditory stimulation. A creative instructor can add to the list to accommodate the needs of a student.	Mobile Strobe light Flashlight Twinkle lights Flashing sign Multi-color rotating light
	2. Mobiles, strobe lights, twinkle lights used on christmas trees, flashing signs such as those used in stores and flashlights are just a few of many means to stimulate visually.	
	3. Position the student so that he can obtain the maximum amount of stimulation from the object.	
	4. If using the strobe light, twinkle lights or flashing sign, the student would probably respond the best if he were seated in full view of the light.	
Responds to various forms of light and attempts to touch light. Responds to light when flashed on body parts.	5. When using a flashlight, a game called get the light may provide a good bit of stimulation. If the student is non-ambulatory lay him on a mat or carpeted floor. Shine the light on his hand or another place that is easy for him to see. The object of course, is for the student to try and touch the light.	

NLRC/P

Accession Number 53049

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	6. If a student must be left unattended, mobiles placed in the crib or playpen serve as an excellent stimulation.	
	7. As in the absence of sound, the absence of light can also serve as stimulation. Take the student from a brightly lighted room to a completely dark room and vice versa.	

Accession Number 53050

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53050
TITLE: Stimulation of Olfactory Senses
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A4-01 Olfactory Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent olfactory or other physiological impairment that would prevent or inhibit response to olfactory stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Olfactory stimulation, like taste stimulation is exercised through the discrimination of two distinct orors.	Small bottles filled with a variery of odors such as:
	2. The exercise is performed to elicit any response on the part of the student to show like or dislike to a certain odor.	Ammonia Perfume (varied scents)
	3. Again as with other sensory stimuli the list of odors can be endless and should be implemented with the student in mind.	Fish Cheese Pine
	4. The student should be in the most comfortable position for him.	Lemon
	5. The odors should be captured in small bottles, such as those that medicine comes in.	
Responds to various smells. Discriminates between favorable and unfavorable odors.	6. With two distinct odors such as a very sweet perfume and ammonia, stimulate the student's olfactory senses by waving the small bottle directly below his nose for a period of two to three minutes, and then repeat with the other odor.	
	7. Again as in the taste stimulation, no more than two odors should be introduced in a single session.	

Accession Number 53051

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53051
TITLE: Stimulation of Taste Sense
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A3-01 Gustatory Acuity

CONSIDERATIONS FROM EDITOR(S): Student should maintain no apparent taste or other physiological impairment that would prevent or inhibit response to taste stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Taste stimulation can be accomplished by employing a variety of tastes introduced to the student.	Variety of foods such as: Vinegar Lemon juice Sugar Maple syrup Salt Anchovies Liver Applesauce Ice cream Spoon (appropriate size for students)
	2. Variety of tastes can be obtained in such foods as: vinegar, lemon juice, sugar, maple syrup, salt, anchovies, liver, applesauce, ice cream. This list may be increased by a creative instructor.	
	3. The use of this exercise is to develop discrimination of various foods.	
Maintains a comfortable position.	4. The student can either be laying or sitting during this exercise, depending upon his abilities.	
	5. Take two foods with very discriminate tastes such as anchovies and ice cream or lemon juice and maple syrup.	
Responds to various food flavors.	6. First give the student a taste of one food having him move it around in his mouth for two or three minutes, and then give him the other.	
Discriminates between two different foods.	7. No more than two different tastes should be given in one session, but a wide variety can be presented over a series of sessions.	

Accession Number 53052

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53052
TITLE: Head Movement with Sound Stimulation
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A1-09 Auditory Localization

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student is able to move head voluntarily.
Student hears satisfactorily with both ears.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies in supine position on comfortable surface.	1. Lay student on back on comfortable surface.	Mattress or soft rug for middle of floor
	2. Student should be in such a location, that it is easy to approach him from either side, such as a mattress or soft rug in the middle of a room.	Bells Decoder or buzzer
	3. The adult should kneel behind the student and make a loud noise to one side of the student's head. A bell may be used, or a decoder or any other piece of equipment that makes a distinct noise that can be operated by the adult.	Set of small drums Transister radio
Responds to noise or sound. Locates noise or sound.	4. The object should not be too readily observable, making it necessary for the student to turn his head in order to locate the noise.	
	5. Repeat the noise making several times, going to each side of the head.	
	6. It is also a good idea to vary the types of sounds, such as hand clapping, music, bells, decoders and banging on drums.	

Accession Number 53053

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53053
TITLE: Head Lifting while Prone
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student is able to remain on stomach for an extended period of time.
Student is able to control head movements: lifts head up and down.
Student balances head.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies prone on a soft surface.	1. Lay student on stomach on a mattress or soft rug (mattress or rug should be in center of room so that student is easily accessible to adult).	Mattress or small rug Pudding Spoon (appropriat size for student)
	2. The adult should also lie on stomach on the floor directly in front of the student. The student and adult should be face to face.	
Lifts head to taste food.	3. Encourage the student to life his head by first giving him a small taste of pudding or similar food that he likes.	
	4. When he has tasted the pudding and realizes that it is on the spoon, hold it just above his head, so that it is necessary for him to lift his head to obtain the food.	
	5. Reward the student with another small taste of pudding when he lifts his head.	
	6. Gradually increase the amount of time that you require him to hold his head up before rewarding him.	

Accession Number 53054

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53054
TITLE: Head/Chest Lift While Prone
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF 11-03 Gross Motor/Body Movements
LEARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student remains on stomach for an extended period of time. Student is able to balance his head when on stomach.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Initially, the student's body should be off floor, to make it a little easier for him to lift his upper torso.	Wedge-like mattress or bed pillow Mobile
Lies prone with upper torso supported.	2. A wedge type mattress is the best piece of equipment for this; however, if there is none available, a pillow placed under the student's chest may also be used.	
	3. Lay the student on stomach on the wedge or pillow; it should be placed to the end of the shoulders.	
	4. Arms should be left free and not tucked under chest.	
Lifts upper torso by extending arms.	5. Place student's hands flat on the floor, and then lift his shoulders up, thus extending his arms.	
	6. To hold attention while in this position hand a mobile in front of the student.	
	7. If necessary, initially support the student in this position, by holding his shoulders up, but gradually remove your support as the student becomes strong enough to support himself.	

Accession Number 53055

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53055
TITLE: Reaching for Objects
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-13 Gross Motor/Reach

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student sees adequately with both eyes. Student directs arm movements. Student directs hand movements. Beginning stages of grasp.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
In supine position.	1. Lay student on back on soft mattress or rug in an area that is accessible to the adult can approach the student from either side.	Brightly colored object Crib gym Mobile Play tentials
	2. Do not elevate the head and make sure that his arms and hands are free.	
	3. With something that you know will attract the student's attention such as mobile, brightly colored objects, bells, or paper, go to the student and dangle it above him. This should be done approximately one foot above him within range of his hands and eyes.	
Reaches for object.	4. Stimulate the student by talking to him and moving the object above him. If he doesn't begin to reach for it, move it just a little bit closer.	
	5. If he still doesn't attempt to reach it take his hand and let him touch it, but don't give it to him.	
Grasps object.	6. If he does begin to reach for it and does grasp it, let him have it as a reward.	

NLRC/P

Accession Number 53055

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIÁ/MATERIALS
	7. When it is impossible for the adult to remain and hold the object, the student should be placed in a structure such as a crib or play pen with a mobile or crib gym above him.	

Accession Number 53056

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53056
TITLE: Sitting With Support
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Balances head when in a sitting position.
Has no curvature of the spine or other physical disability that would prevent the ability to be placed in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Secure chair with solid back and side support, appropriate size for student.	Chair appropriate for student's size with strong back and side support
	2. Secure a restraint, such as a Posey restraint.	
Sits with support.	3. Place student in chair and then properly place restraint on him, to give optimum support while in the sitting position.	Restraint - such as Posey restraint Rubber toy
	4. Position student's feet flat on the floor. If they do not comfortably reach floor, place a stool or some other piece of furniture in front of them so they will rest flatly on the surface.	Mobile Crib gym
	5. If the student has a grasp, give him a toy to play with or some other item of interest to occupy him. If he doesn't grasp, hand a mobile or crib gym in front of him.	
Sits independently.	6. Gradually withdraw use of restraint when student has developed balance and strength to keep himself in sitting position. A chair with good arm support can be used.	

Accession Number 53057

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53057
TITLE: Rolling From Stomach to Back
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Directs arms movement. Directs leg movement.
Can lift self up with arm.
Is able to roll from back to stomach.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies prone on floor with one hand flat on floor at shoulder level, the other at side.	1. Lay student on stomach on floor covered with carpeting or blanket. 2. Place one of student's hands flat on the floor at shoulder level. Other arm should be to student's side.	Carpeting or soft blanket
Rolls over with assistance.	3. Assist student by holding his hand flat on the floor and giving him a small lift up and over at the shoulder to begin the rolling procedure. 4. When you lift the student at the shoulder, also guide the upper leg over. 5. He should then push himself over to his back by exerting force with the hand. Instructor may assist with gentle pressure at the elbow.	

Accession Number 53058

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53058
TITLE: Sitting Position Without Support
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-17 Gross Motor/Sit

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Directs arm movements. Directs leg movements.
Can exert a pushing force with one arm and hand.
Can balance head in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies in supine position with one hand flat on the floor at shoulder height.	1. Lay student on back on carpeted floor or on blanket placed on floor.	Carpeted floor or blanket.
	2. Direct student to bring arm over his body and place his hand flat on the floor at shoulder height.	
Bends knee and positions it over to the floor at side of body.	3. When his hand is on the floor, direct him to bring his leg up into a bent knee position and then over to the floor on the side of the body.	
Pushes self up to sitting position.	4. When the student's knee is touching the floor he should exert force with the hand and arm and begin to push himself up. If necessary give him some assistance by a small lift at the shoulder.	
	5. When he is approaching the sitting, direct him to place his hand and arm on the floor and then push himself up. If necessary help him keep his hand flat on the floor.	

Accession Number 53059

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53059
TITLE: Achieving Standing Position with Support
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Can bring self to a kneeling position.
Walks in kneeling position.
Stands with support at hips.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place a small but sturdy table in an area that is free from obstruction, such as the center of a large room.	Small sturdy table Interesting object
	2. Place an object of interest on top of the table, such as a cookie or favorite toy.	
Crawls to table.	3. Make sure that the student sees the object on the table. Encourage him to try and get the object.	
	4. Other than crawling over to the table, assist him by putting his hand on top of the table. He should be in a knee-walking position.)	
From knees, pushes on top of table to bring self to a standing position.	5. Direct him to push himself up to a standing position by leaning his weight on the hand placed on the table top, and releasing foot from the kneeling position and placing it flat on the floor. He then should push himself up into a standing position.	
	6. To further encourage the student to stand alone have student hold on to your hands and momentarily let him go--slowly increasing the free standing time.	

Accession Number 53060

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53060
TITLE: Standing With Support
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Good grasp with both hands.
Can balance self in upright position while holding on.
Leg and back muscles developed sufficiently to hold body upright.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Take student to a room with a stable piece of furniture equal to his height.	Piece of stable furniture equal to the height of the student
	2. Make sure that nothing is on the table that might injure the student.	
Pulls self to standing position with guidance.	3. Guide him in pulling himself to a standing position using the furniture.	Item of interest such as a mobile.
Stands with support.	4. When he is at the table, position his hands and feet slightly apart to give him maximum support.	
	5. In order to maintain interest place a mobile or some other item of interest nearby.	
	6. Length of time spent standing should be increased slightly every day in order to build strength in legs and arms.	
	7. A prone board may also be used to strengthen the muscles necessary for standing.	

Accession Number 53061

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53061
TITLE: Crawling with Abdomen on Floor
AUTHOR(S): D. Myers, M. Sinco. E. Stalma
SOURCE: Northeastern Educatinal Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student balances head upright while on stomach.
Directs arm and hand movements.
Directs leg and foot movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies in prone position.	1. On a smooth surface, such as a carpeted floor, place student on stomach.	Carpeted floor Appropriate food reward
	2. With a strong reinforcer such as a bowl of pudding or favorite dessert, lay down, face to face in front of student.	
Tastes food.	3. Initially give a small taste of what is in the bowl.	
	4. Move back so that you and the spoonful of dessert are just out of reach of the student.	
Moves forward.	5. Make sure he sees the food and then encourage him to move toward it.	
	6. Reinforce him with a taste of the food for each attempt.	
	7. If he does not initiate any movement on his own, Instructor should stand behind him in such a way that her feet will provide resistance to the extending leg, thus propelling the student forward. This resistance should only be offered on one leg at a time.	

Accession Number 53062

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53062
TITLE: Creeping on Hands and Knees
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-07 Gross Motor/Crawl

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Ability to crawl on abdomen.
Can hold hips off floor.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains prone position, on pillow, knees in a kneeling position.	1. Place a bed pillow on the floor.	Carpeted floor
	2. Lay the student over the pillow. Place his hands and arms in such a position that he is holding his head, shoulders and chest up. Place his knees in kneeling position raising hips off floor.	Bed pillow Appropriate reinforcer Mobile
	3. Attract the student's attention with a mobile or some other object of interest, thus trying to build the length of time he remains in this position.	
Maintains kneeling position without assistance.	4. This exercise should be repeated until the student is able to maintain the position with ease and no longer needs the assistance of the pillow.	
Moves forward.	5. When the student can maintain the position, moving forward can be accomplished by stimulating the student to move toward something of interest, such as the pudding.	
	6. Reward attempts of the student to move forward.	

Accession Number 53063

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53063
TITLE: Walking (Sideways) While Holding On
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp Directs arm and leg movements
Stands with support.
Brings self to a standing position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Take student to sofa, row of chairs or small tables.	Chairs Tables Sofas Appropriate reward
Brings self to standing position.	2. Encourage the student to bring himself to a standing position either with or without support.	
	3. At some reasonable distance from the student place an appropriate reward. Make sure that the student sees the reward.	
Walks from chair to chair with assistance.	4. Holding the chairs securely encourage the student to move toward the reward.	
	5. If necessary initially guide him along.	
	6. Gradually make the length of the chairs longer by spreading them apart, thus demanding the student reach for the next support.	

Accession Number 53064

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53064
TITLE: Walking with Assistance
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Pulls self to standing position.
Stands holding on.
Walks sideways.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Stand behind student, take his hands in yours.	Open space room
Walks in alternating pattern with assistance.	2. Gently assist him into an alternating walking pattern by (a) raising his right side by lifting his his right arm, (b) throwing his entire weight on to the left leg, (c) guiding forward motion of the right side of the body with your right knee, and then (d) reversal to the left side.	Appropriate reward
	3. When student has gained stability, release the hand and offer assistance at the shoulder.	
	4. Next, assist at both shoulders instead of the hands, thus demanding that the student lift his legs himself.	
	5. Offer him assistance only at the waist, so that it is not only necessary for him to lift his legs, but also balance his upper torso.	
	6. When he has achieved the above steps, then stand in front of him and take his hands in yours.	
	7. Lead him into an alternating walking pattern, by pulling on his right	

NLRC/P

Accession Number 53064

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	hand to have him move his right foot and then his left hand to move his left foot.	
	8. The last stage before independent walking is to encourage the student to walk into your outstretched arms.	
Walks in alternating pattern independently.	9. Reward successful attempts at independent walking.	

Accession Number 53065

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53065
TITLE: Moving Up Steps With Assistance
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebral Palsied

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student walks independently. Maintains balance when all of his weight is on one foot. Can shift weight from foot to foot. Can walk up and down a ramp holding on.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds stairway railing.	1. Take student to stairway, Direct him to hold one rail with one or both hands.	Stairway or training steps Appropriate reward
Lifts feet on first step one foot at a time.	2. Instruct him to lift his one foot up and place it on the first step and then bring his other foot up to the same step.	
Continues to top of steps.	3. When he has accomplished this have him go on until he reaches the top.	
	4. Do not ask student at this developmental level to descent stairs.	
Repeats until consistently successful.	5. Repeat ascending stairs until student is consistently successful. Reward appropriately.	

Accession Number 53066

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53066
TITLE: Stabilized Posture
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebral Palsied

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
No apparent physiological impairment that would prevent or inhibit the development of stabilized posture.
Can lay on stomach for moderate period of time.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on stomach on flat surface.	1. The stabilization procedure should start by laying the athetoid student on his stomach on a flat surface such as a carpeted floor.	Soft surface such as carpeted floor.
	2. The object of the exercise is for the student to maintain straight alignment and a stable body position for a length of time.	Mobile Story book Television
Maintains straight alignment and stable body position.	3. When the student can remain laying calm face down on the floor without falling to one side or the other, introduce the next step.	
Remains laying calm without falling to one side.	4. This step is for the athetoid to hold his head erect while laying on his stomach. He should be resting the weight of his upper torso on his elbows.	
Holds head erect while laying on stomach. Remains calm and holds position.	5. To develop the length of time that the student is able to remain calm and hold his position, catch his interest in a mobile, a story told to him by an adult, or a television program.	

Accession Number 53067

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53067
TITLE: Side Sitting Position
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebral Palsied

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Can maintain a sitting position without support.
Can hold body weight on outstretched arms.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies face down on soft flat surface.	1. Lay student face down on soft flat surface.	Soft surface such as a carpeted floor
Rolls to right side supported by right elbow and left arm with assistance.	2. Roll student to right side so that he is supporting himself on his right elbow and straight left arm.	Mobile Book
Achieves sitting position with assistance.	3. Stabilize his left hand on the floor and begin to bring student up by assisting him with a pull on the right shoulder. When he is about halfway up, bend his knees and hips then help him push his upper torso in to the complete sitting position.	Television
Rests weight on hands and right hip.	4. His weight is resting on his hands and right hip.	
Repeats procedure on left side.	5. This exercise should also be done to the left side of the body.	
	6. This therapeutic posture is useful and beneficial for any activities normally done on the floor, such as eye tracking, focusing, stimulating head control, and story time exercises.	
Maintains side sitting posture without support of his hands.	7. A further development stage of this procedure is for the student to gain the competency to maintain the side sitting posture without the support of his hands.	

NLRC/P

Accession Number 53067

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS		IMPLEMENTER ACTION	MEDIA/MATERIALS
Side sits and accomplishes movements without hand supports.	8.	If a student is side sitting to the right he will need the support of his right hand longer than the left hand. The goal is to have the student side sit without the support of either hand, and accomplish movement in any given direction on command.	

Accession Number 53068

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53068
TITLE: Relaxation of Spastic Student
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebral Palsied

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
No apparent physiological impairment that would prevent or inhibit the development of a relaxed state.
Can lie on side for a moderate period of time.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Instructor should be in back of student.	Soft surface such as carpeted floor or mat
Lies on the convex (side with rib humb).	2. Student should be lying on the convex (usually the side with the rib hump), head at the right of the instructor.	
	3. Place heel of your hand that is closest to student's head on his rib cage.	
	4. Fingers of hand closest to student's hip should be on the upper crest of the student's pelvic bone.	
	5. At the same time, push forward with hand on rib cage, while pulling backward with fingers of hand on pelvic bone.	
	6. Reverse the procedure. The hand that pushes forward now pulls backward and vice versa. The motion should be similar to kneading.	
	7. Each sequence should take approximately, or at least, two seconds.	
Spastic arm and leg become more relaxed.	8. When you see that the student's spastic arm and leg become more relaxed, place a small pillow between the student's knee (so that knee is at same level with hip).	

NLRC/P

SER-LARS Report E-3
Instructional Methods

Accession Number 53068

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	9. Use a student's arm on floor side as a pillow for his head.	
	10. To achieve relaxation, this procedure may take up to ten minutes in the beginning and approximately two minutes when the student becomes used to the exercise.	
	11. Make note that as soon as you make an abrupt motion, the student will return to his spasticity. It is necessary to guard against this.	

Accession Number 53069

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53069
TITLE: Spasticity Relaxation
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebral Palsied

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
No apparent physiological impairment that would prevent or inhibit the extension of limbs.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Secure beach ball large enough to accommodate student's entire body.	Beach ball large enough to accommodate the entire body
Lies over ball on stomach.	2. Place student on stomach over ball.	
	3. To make him feel comfortable, reassure him with the pressure of your hands and body holding him firmly.	
Rocks and bounces with assistance.	4. Rock and bounce him gently.	
	5. Continue until student relaxes and you notice the spasticity reduce by the extension of the limbs.	
Relaxes and reduces extension of limbs.	6. The bouncing releases the grip of the spasticity so that gravity pulls the limbs into extension and limply rest on the ball.	
	7. This readies the spastic student for voluntary activities.	

Accession Number 53070

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53070
TITLE: Head Control In Spastic Student
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebral Palsied

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Lifts head when in a prone position.
Turns head from side-to-side in a prone position.
Attempts to sit.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on implementer's lap.	1. Sit student on your lap. His legs should be spread over your hips such as sitting on a horse.	Soft surface such as carpeted floor or mat
Holds head in straight alignment.	2. If student does not hold his head in a position of straight alignment, do it for him.	
Achieves head control.	3. Gently upset the balance of the student's head, first by tilting trunk slightly to one side and then the other. If the head flops, you have tilted him too much and the action should be minimized.	
	4. The tilting should also be done forward and backward.	
	5. This procedure should be repeated often. It applies for any lack of head control, spastics, athetoids, and floppy student.	

Accession Number 53071

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53071
TITLE: Nourishment Through Dropper Feeding
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-07 Feeding /Eating/Opens Mouth

CONSIDERATIONS FROM EDITOR(S): Prerequisite:

Esophagus open so that liquids and strained cereals may pass easily.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies on back.	1. Lay student on back.	Food dropper
Opens mouth without assistance.	2. With thumb on student's cheek and index finger on chin, open his mouth.	Suggested food Milk
	3. Insert dropper into mouth and begin feeding.	Vitamin supplement Cereal

Accession Number 53072

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53072
TITLE: Development of Sucking Process
AUTHOR(S): D. Myers, M. Sinco, E. Staima
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-12 Drinking/Sucking Reflex

CONSIDERATIONS FROM EDITOR(S): Prerequisite:
Esophagus opened sufficiently to permit small amounts of liquids and strained foods to pass easily.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Responds to stimuli when placed on tongue.	1. With dropper, place moderate amount of apple cider vinegar on student's tongue. Check sensitivity of tongue, such as the tip. This may also be done with lemon juice. The vinegar or lemon juice should be placed on the front part of of the tongue, rather than the back.	Food dropper Lemon juice Apple cider Vinegar
Automatically sucks when liquid is placed on tongue.	2. This procedure should be followed until the student automatically sucks as soon as a drop of any liquid is placed on the tongue.	

Accession Number 53073

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53073
TITLE: Developing Swallowing
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-13 Feeding/Eating/Swallowing

CONSIDERATIONS FROM EDITOR(S): Prerequisite:

Esophagus opened sufficiently to permit passage of food.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains a reclining position.	1. Place student in a reclining position.	Slightly pureed food such as:
	2. Instructor's hand should be in the following position: middle finger under the student's chin at the root of the tongue. This controls the tongue movement. The index finger is on the chin directly under the lower lip. This will control up and down movement. The thumb on the cheek.	Junior food Mashed potatoes
Accepts food with assistance.	3. Place food on the middle of the tongue.	
Closes mouth with assistance.	4. With index finger and thumb close student's mouth.	
Swallows with assistance.	5. Firmly hold the root of the tongue. This prohibits a forward movement and encourages the student to swallow and get air.	

Accession Number 53074

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53074
TITLE: Bottle Feeding
AUTHOR(S): D. Myers, M. Sinco, E. Staima
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-02 Drinking/Bottles

CONSIDERATIONS FROM EDITOR(S): Prerequisite:

Student has developed sucking reflex.
Student is able to swallow liquids.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Introduce bottle into student's mouth.	Baby bottle Milk Juice
Sucks liquid from bottle when prompted.	2. Stimulate the tongue by moving the bottle nipple from side to side. This will help to get some milk from the bottle, and to motivate ths student to suck.	
	3. Initially, the opening in the nipple should be large enough so that the student does not have to suck vigorously. However, the opening shouldn't be so large that the milk flows too fast for the student to swallow easily.	

Accession Number 53075

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53075
TITLE: Spoon Feeding While In Reclining Position
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-11 Feeding/Eating/Semi-solid Food

CONSIDERATIONS FROM EDITOR(S): Prerequisite:

Ability to suck and swallow.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains reclining position.	1. Lay student in a reclining position.	Pillow for head
Elevates head with support.	2. Elevate head.	Strained baby food
	3. Place small amount of food on the back of the tongue.	Pureed food (the texture of baby food)
Accepts food and swallows.	4. Instructor's middle finger should be under the student's chin at the root of his tongue, thus to control tongue movement.	
	5. The instructor's index finger should be on the chin directly under the lower lip and the thumb on his cheek. This enables the instructor to control opening and closing of the mouth and tongue movement as described in step 4.	
	6. By controlling the tongue the student can't bring his tongue out of his mouth. By having his lips held shut, he is forced to swallow to get a breath.	

Accession Number 53076

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53076
TITLE: Spoon Feeding While In Sitting Position
AUTHOR(S): D. Myers, M. Sinco, E. Staim
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-11 Feeding/Eating/Semi-solid Food

CONSIDERATIONS FROM EDITOR(S): Prerequisite:

Student's esophagus is open sufficiently to pass pureed food.
Student is able to swallow in an upright position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Partially sits with support.	1. Initially prop up student with pillow into a half sitting, half reclining position.	Pureed foods Soft foods such as melted ice cream Pudding Mashed potatoes Squash
Accepts food with assistance.	2. Place food on the back of the tongue with spoon.	
	3. If the student doesn't close his lips, close them for him.	
	4. If he moves his tongue forward instead of to each side, the root of the tongue under the chin.	
Sits with support.	5. Gradually move the student into a sitting position, having as a goal his sitting on a chair at a table.	
Accepts food and swallows with assistance.	6. Gradually move the food forward on the tongue, with a spoon, encouraging the student to manipulate the food from a sitting position.	

Accession Number 53077

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53077
TITLE: Drinking From Training Cup
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Ability to swallow liquids in a constant flow.
Sucking response present.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Introduce cup to student. Ask him if he wants a drink.	Trainer cup with handle and sucking spout
Holds cup with assistance.	2. Place student's hands around the cup or through the handle if there is one on the cup.	
Sucks on drinking spout with assistance.	3. Place sucking spout into his mouth. If he doesn't begin to suck, push his cheeks in and out until he begins to suck.	

Accession Number 53078

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53078
TITLE: Drinking from Straw
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-11 Drinking/Straw Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student balances head.
Student is able to maintain a sitting position and can compensate for any move to the right or left. Student is abit to suck.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits at table.	1. Sit student at table that enables the instructor to sit opposite him.	Sip 'n Spin plastic glass with top and straw coming out of side of glass
	2. Introduce the plastic glass with straw to the student.	
Holds straw and glass.	3. Encourage him to place his hand around the straw, and the other hand around the glass.	
	4. If student does not direct his own mouth to the straw, aid him.	
Sucks liquid through straw with assistance.	5. Instructor should manipulate his cheeks in and out if he does not begin to suck showing him that when he does suck, he can make the top of the glass spin around.	

Accession Number 53079

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53079
TITLE: Chewing While Manipulated
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-02 Feeding/Eating/Chewing

CONSIDERATIONS FROM EDITOR(S): Prerequisites:

Ability to swallow
Will accept a textured food in the mouth.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits to side of instructor.	1. Sit student in a position to the side of the instructor so that it is easy to guide mouth movements. Place arm around head and position hand so that the middle finger is at the root of tongue, index finger is on chin, and thumb is on cheek.	Chopped food such as noodles, or some other food that is chewable, yet if not chewed sufficiently should not be difficult to swallow
Accepts food with assistance.	2. Introduce a small amount of food to one side of the student's mouth, between the teeth.	
	3. If the student does not close his mouth, gently manipulate index finger and thumb to close it. Hold middle finger firmly under chin at room of tongue to prohibit tongue from pushing food out of mouth.	
Chews food with assistance.	4. Gently manipulate index finger and thumb, to move student's jaws up and down.	
	5. If food moves to center of mouth, with the spoon, move back to one side between the teeth.	

Accession Number 53080

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53080
TITLE: Alternate Chewing Process
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-02 Feeding/Eating/Chewing

CONSIDERATIONS FROM EDITOR(S): Prequisites:
Ability to swallow.
Wil accept foreign object in mouth.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student in such a position that it is very easy for instructor to manipulate jaw movement.	Raw sirloin steak 4" long, 3/4" wide
	2. Secure a long narrow piece of sirloin steak approximately 4" long by 3/4" wide.	
Sits and accepts steak with assistance	3. Put one end of the steak in student's mouth on one side and between his teeth. The other end of the steak should be in the hand of the instructor.	
Chews steak with assistance.	4. The instructor should place his hand in such a way that he can manipulate the student's jaws in and up-and-down movement, and at the same time, hold one end of the steak.	

Accession Number 53081

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53081
TITLE: Chew/Swallows While in Reclining Position
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF J2-02 Feeding/Eating/Chewing
LEARNING OBJECTIVES: J2-13 Feeding/Eating/Swallowing

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Esophagus open sufficiently to pass solids.
Student has ability to swallow.
Chewing motion is present.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Maintains a reclining position and holds head up with support.	1. Place student in reclining position with hand propped on pillow.	Chopped food, such as meat loaf, green beans, carrots, peas
	2. Introduce the food to him telling him just what it is he is going to eat.	Noodles
Uses lips to take food off spoon.	3. Place food just on the tip of the spoon and encourage the student to use his lips to take the food off the spoon, rather than having the instructor slide the food from the spoon.	This food should be large enough that it has to be chewed a few times before it is swallowed, but not quite bite size.
	4. Throughout the feeding, encourage the student to take the food with his lips.	
Chews food.	5. If he needs help chewing, if the food just lays in his mouth after he has taken if from the spoon, use the spoon to place the food between his teeth to one side of the mouth and manipulate his jaws, until he responds.	

Accession Number 53082

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53082
TITLE: Chew/Swallows While In Sitting Position
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
J2-02 Feeding/Eating/Chewing
J2-13 Feeding/Eating/Swallowing

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student is able to chew. Student is able to swallow solids as well as liquids.
Student balances head.
Student maintains a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits opposite instructor.	1. Sit student at a table that enables the instructor to sit opposite.	Table that enables student and instructor to sit opposite each other.
	2. Introduce the student to the food he is going to eat.	
Takes food from spoon with lips.	3. Put some food on the end of a spoon and place to the student's mouth. Encourage him to take the food from the spoon with his lips.	Chopped table food large enough to require chewing, but not quite bite size including:
	4. Notice the student's tongue movements. If they are forward and backward, rather than to the side, hold his lips together so that he is unable to move his tongue forward, thus, he will be unable to push the food from his mouth.	meat loaf peas green beans carrots noodles
	5. Do not permit the student to place the tongue out of the mouth when taking the food. Touch his tongue with your finger until he keeps it in. Then introduce the food.	

Accession Number 53083

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53083
TITLE: Finger Feeds Chopped Food
AUTHOR(S): D. Myers, M. Sinco, E. S alma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-04 Feeding/Eating/Finger Feeding

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Balances head. Remains in a sitting position. Is able to chew. Swallows sufficiently while in a sitting position. Pincer movement developed to point that student can pick up food with three or four fingers.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student at table and make confortable before introducing food.	Table which enables instructor to sit opposite student
Sits opposite instructor	2. Instructor should sit opposite student and guide movements.	Bite size pieces of food, such as: french fries or pieces of meat loaf
	3. Introduce two or three pieces of bite size food.	
Finger feeds self with assistance.	4. If student does not begin to pick up food, the instructor should place one of the pieces in the student's hand and guide the hand to the mouth.	
	5. Step four should be repeated if student does not begin to pick at, or play with food, first.	
	6. If student does begin to pick at food, wait until he has a piece of food in his hand and then guide the hand to his mouth.	

Accession Number 53084

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53084
TITLE: Hand Over Hand Method of Feeding
AUTHOR(S): D. Myers, M. Sinco, E. Staima
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Balances head
Has grasp
Remains in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Instructor sits to side of student.	Large handled spoon
Holds spoon with assistance.	2. Instructor's hand should be over student's hand, thus enabling him to hold spoon. This is the hand over hand method.	Mashed potatoes along with a chopped meat or vegetable to help keep the food on the spoon to enable the student to be more successful in the task of getting the food from the bowl to his mouth without having it fall from the spoon
	3. Instructor's other hand should be supporting the elbow of the student's arm.	
Scoops food from bowl and places it in mouth with assistance.	4. With the assistance of the instructor, the student should scoop food from the bowl and place in mouth.	
	5. The instructor should then guide the student's arm and hand back to the bowl.	
	6. Reward the student each time he goes through this procedure successfully. Remember to hold student's hand and elbow firmly so that he senses the support, but not so tightly as to discourage his initiative.	

NLRC/P

Accession Number 53085

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53085
TITLE: Hand Over Hand Cup Use
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student balances head.
Student can maintain a sitting position and maintain movement.
Student has developed the beginnings of a grasp.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student at table that enables instructor to sit to his side.	Plastic cup appropriate to the size of the student's hand
Holds cup with assistance.	2. Place both hands of the student around a cup. Instructor's hand should be over the student.	
Raises cup to mouth with assistance.	3. Help student raise the cup to his mouth.	
Drinks from cup with assistance.	4. If the student has difficulty in keeping the liquid in his mouth, position cup to roof of his mouth. This will enable him to take the liquid from the cup more easily.	
Gradually drinks from cup with less assistance.	5. Gradually move the cup into a normal drinking position and withdraw assistance.	

NLRC/P

Accession Number 53086

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53086
TITLE: Self-Feeding Using Spoon/Bowl
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Drinking/Utensil Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Has good balance and can compensate for movement of left and right.
Has grasp.
Can use a spoon.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student at a table which enables instructor to sit opposite.	Therapy spoon
Holds spoon.	2. Place bowl of food in front of student and hand him a spoon. If necessary, use therapy spoon with a large handle.	
Scoops food from bowl with assistance.	3. For the first two, or three spoonfuls, go through the motions of scooping the food for him. Verbalize to the student while going through the procedures.	
	4. Encourage the student after you have demonstrated the task to continue the procedure on his own.	

Accession Number 53087

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53087
TITLE: Self-Feeding Using Plate/Spoon
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student balances himself in a sitting position.
Can direct arm and hand movements well enough to scoop from plate.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student at table.	Plate guard
	2. Place plate of food on table in manner so that the metal plate guard is away from student.	Table that enables instructor to sit opposite student
Observes spoon feeding.	3. Demonstrate spoon feeding by going through the motions of scooping the food with the spoon by pushing the food against the guard.	Foods that are easy to scoop, such as: mashed potatoes baked beans
Scoops food with spoon by pushing the food against the guard with assistance.		
Places spoon under food independently.	4. After allowing the student to go through the procedure several times, encourage him to place spoon under the food.	

Accession Number 53088

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53088
TITLE: Hold and Drink from Cup
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student balances head.
Student maintains a sitting position
Grasp is developed.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits opposite Implementer	1. Sit student at table that enables instructor to sit opposite him.	Cup correct size for student to manage
	2. Introduce the cup of liquid to the student.	Liquid enjoyed by student
Grasps cup with assistance.	3. Hold it until student grasps it. Assist if necessary.	
Directs cup to mouth and drinks liquid.	4. After he has directed the cup to his mouth and taken a drink, help direct his arm back to the table to place the cup.	
Directs cup back to table with assistance.		

Accession Number 53089

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53089
TITLE: Self-Feeding Using Fork
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student has good balance and can compensate for any right or left movement.
Grasp is developed sufficiently to hold fork.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits at table.	1. Sit student at table.	Fork, appropriate to the size of the student's hand
	2. Place bite size pieces of food on plate in front of student.	
Holds fork.	3. Hand student fork and place his other hand on edge of plate. Direct him in the required piercing motion.	Food easy to pierce and pick up with a fork, such as a cut up hot dog
Pierces food.	4. Repeat several times until student realizes that he must touch the food with the fork and press down.	
	5. Verbalize each procedural step to the student concurrent with the action.	

Accession Number 53090

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53090
TITLE: Holds Glass and Drinks
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J3-03 Drinking/Cup Use

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student balances head and maintains a sitting position.
Grasp is present.
Good control of grasp and hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Sit student at table appropriate for his size.	Glass (plastic suggested) appropriate to size of student's hand.
	Introduce the glass of liquid to the student.	
Observes position for holding glass.	Demonstrate to the student that he should put his four fingers on one side of the glass and his thumb on the other and grip firmly.	Liquid enjoyed by student.
Grasps glass with four fingers on one side and thumb on the other.		

Accession Number 53091

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53091
TITLE: CUTS FOOD USING KNIFE
AUTHOR(S): D. Myers, M. Sinco, E. Staima
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil use.

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Student is able to take food from a plate.
Student successfully feeds himself using a fork.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits opposite implementer at table.	1. Place student at a table that enables instructor to sit opposite.	Knife appropriate to size of student's hand.
	2. Introduce the food on the plate.	
Holds knife with one hand and a fork with the other.	3. Hand the student a knife. It should be held with one hand and the fork in the other.	Foods that are easy to cut such as pancakes or meatloaf.
Pierces food with fork and holds knife with assistance.	4. With a hand over hand method, demonstrate to the student the manner in which he should pierce the food with the fork and holds the knife in the other hand.	
Cuts food with knife with assistance.	5. After the student has demonstrated the ability to pierce food, show the student, using the hand over hand method, how he can push forward and pull backward on the knife, using a steady motion, to cut the food.	

Accession Number 53092

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53092
TITLE: RELAXES IN TUB OF WATER
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-01 Grooming/Bathing

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Student has good head balance.
Student sits without support
Student has grasp.
Student is not afraid of water.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Fill tub with lukewarm water to cover student's legs when sitting.	Fully equipped bathroom
	2. The bath tub should have the water in it before student is put in.	Rubber toys, such as ducks and dolls
Sits in bath tub with assistance.	3. Assist the student in getting into the bath tub and help him to sit down. A bath mat may be of assistance and prevent slipping. Insist that the student remain sitting when he is in the tub.	Lukewarm water Bath mat
	4. Introduce a few rubber toys and a wash cloth.	
Washes toys in tub.	5. Using a hand over hand method help the student wash the toys.	
	6. The object is to have the student accept sitting in the bath tub of water long enough to thoroughly clean himself. Also we want the student to begin to realize that by rubbing the wash cloth over dirt he can remove it.	

Accession Number 53093

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53093
TITLE:	HANDS UNDER RUNNING WATER
AUTHOR(S):	D. Myers, M. Sinco, E. Stalma
SOURCE:	Northeastern Educational Intermediate Unit
EDITOR(S)	P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-12 Grooming/Hands

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student stands alone or with the support of a sink
Student is not frightened by running water.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of sink and puts hands under running water.	1. Take the student to the bathroom and have him stand in front of the sink. If he is too short to confortably put his hands under the running water, a small set of steps, or a step stool should be placed in front of the sink for the student to stand on.	Bathroom sink Small set of steps or step stool Lukewarm water
	2. Turn the water on making it lukewarm in temperature.	
	3. Give the student the command "(name), wash your hands!"	
	4. If the student does not readily put his hands under the running water, guide them for him, gently without force.	
Moves hands over each	5. When he has his hands under the water, move them over each other in a washing motion.	

Accession Number 53094

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53094
TITLE: WASHES BODY WITH WASH CLOTH
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J4-02 Grooming/Body parts
J4-12 Grooming/Hands

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Student stands at sink by self or with grasp support.
Student has good head balance.
Student sits without support.
Student has grasp.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Fill bath tub with water to cover student's legs while sitting, or fill bathroom sink about one-third way full. The water should be lukewarm.	Fully equipped bathroom with tub and sink Wash cloth Bath mat Lukewarm
	2. Attract student's attention by saying, "(name), let's take a bath."	
Enter tub with assistance Sits in bath tub.	3. Assist student into bath tub and command him to sit down. Bath mat is recommended to prevent slipping.	
Washes self with assistance.	4. Hand student the wash coth and in a hand over hand method assist him in washing himself.	
	5. The communication during this period should be as follows: "(name), wash your arm!" Follow through. "(name), wash your stomach!" Follow through and continue to other parts of the body.	
	6. Go over the student's entire body by naming the parts before helping him wash.	
	7. Again, when the student is at the sink give him the command, "(name), wash your hand!"	

Accession Number 53095

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53095
TITLE: APPLIES SOAP TO CLOTH AND WASHES
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J4-01 Grooming/Bathing
J4-02 Grooming/Body parts

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student has strong grasp.
Student can grasp with both hands.
Student coordinates hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Fill bath tub or sink partially.	Fully equipped bathroom Bath mat Wash cloth Soap Soap dish Lukewarm water
Enters tub or sink with assistance.	2. Assist student into tub, or to sink.	
	3. Hand to soap to the student. He should be able to hold it.	
	4. Hand student a wash cloth in his other hand.	
Uses soap and cloth with assistance.	5. Using a hand over hand method have the student rub the soap on the wash cloth.	
	6. If necessary, give the hand holding the wash cloth support.	
Washes body parts with assistance.	7. When student has a sufficient amount of soap on the wash cloth, he should be instructed to put the soap in the soap dish and transfer wash cloth to his hand of preference. Command him to wash certain parts of his body, i.e., "(name), wash your leg!"	
	8. If necessary, guide his hand to the leg and help him rub the cloth and soap over it.	
	9. Demonstrate to him using a hand over hand method that he can get the soap from the wash cloth by moving it back and forth in the water and squeezing it to get most of the water from it.	

Accession Number 53095

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rinses body parts	10. When the cloth is free of the soap, he should rub it over the part of the body that was washed in order to rinse it. 11. Repeat steps 3 through 10 until student is consistently successful.	

Accession Number 53096

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53096
TITLE: WASHES INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J4-01 Grooming/Bathing
J4-02 Grooming/Body parts

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Has good strong grasp.
Student sits in bath tub without support.
Will stay in tub for extended period of time.
Can alternate functions between hands.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Enters tub with assistance	1. Guide student into a partially filled tub. Water should be warm.	Fully equipped bathroom
Sits in tub.	2. Command the student to sit down. Assist if necessary.	Bath mat
	3. Hand student the soap.	Wash cloth
Holds soap and wash cloth.	4. While he is holding the soap, hand him him a wash cloth.	Soap
Soaps washcloth	5. Give him the command, "(name), put some soap on the wash cloth!" Aid him only if he does not initiate the activity.	Soap dish
Washes body parts on command.	6. When he has soap on the wash cloth, give him the command, "(name), wash your stomach (other part of body)!" Assis only if he does not initiate the activity on his own.	Lukewarm water
Rinses body parts on command	7. Instruct him to rinse his body, by removing the soap from the wash cloth and going over the soapy body parts.	
	8. He should be premitted to wash and rinse his entire body in this manner. Let him be as independent as possible	
	9. He may neglect his face. This could be related to fear of getting soap in his eyes. He should not be forced, instead, wash his face for him gently.	

Accession Number 53097

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53097
TITLE: DRIES SELF WITH ASSISTANCE
AUTHOR(S): D. Myers, M. Sinco, E. Stama
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-06 Grooming/Drying

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp with both hands.
Can use both hands in a simultaneous rubbing motion.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes self from bath tub with assistance. Stands or sits on rug.	1. Assist student out of bath tub.	Towel - one size smaller than usual
	2. Direct student to stand on a rug ot towel to avoid slipping. If unable to stand, seat him on towel or rug.	Rug or large towel for siting or standing
	3. Hand student the towel. It should not be a regular bath size towel, but one a size smaller. The large size is usually cumbersome to handle.	
Grasps towel with both hands.	4. Instruct the student to grasp the towel with both hands.	
	5. Give his the command, "(name), dry your stomach," ect!	
Dries body parts on command.	6. If necessary, guide his hands by using hand over hand and assist him in drying each part of his body.	
	7. Explain as you go along that both hands should be used in a rubbing up and down motion. When drying each arm, the opposite hand will be used.	

Accession Number 53098

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53098
TITLE: WASHES/DRIES FACE WITH ASSISTANCE
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J4-07 Grooming/Face

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student has accepted soap and water on his face.
Student has grasp.
Student can put soap on wash cloth and rinse.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Enters tub with assistance. Washes all body parts except face.	1. Place student in tub of lukewarm water and let him wash himself except for his face.	Fully equipped bathroom Soap
	2. When he has completed the task, ask him to put some soap on a wash cloth.	Bath mat
	3. When he has done this, give him the command, "(name), wash your face!"	Wash cloth
Washes face with assistance.	4. Direct his hands with the wash cloth over his face.	Towel - one size smaller than bath
	5. In a hand over hand method guide him in washing his face, being careful to avoid his eyes.	Lukewarm water
	6. When his face is clean, direct him to rinse the wash cloth.	
Rinses face with assistance	7. Again, in a hand over hand manner, help him rinse the soap from his face.	
Dries face with assistance.	8. To have the student dry his face, use the same method as described in step four with the wash cloth. Place the towel over his hands and guide them to his face. Have him move the towel up and down over his face to dry the water from it.	

Accession Number 53099

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53099
TITLE:	WASHES/DRIES BODY INDEPENDENTLY
AUTHOR(S):	D. Myers, M. Sinco, E. Stalma
SOURCE:	Northeastern Educational Intermediate Unit
EDITOR(S):	

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J4-02 Grooming/Body parts

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasps

Accepts soap and water on entire body.
Can use was cloth on entire body.
Uses towel in drying entire body.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Fill bath tub partially with lukewarm water.	Fully equipped bathroom
Enters bath tub with assistance.	2. Aid Student in getting into bathtub.	Bath mat
Sits in bath tub.	3. Command student to sit down.	Wash cloth
Washes body parts on command	4. When student is sitting give the command, "(name), wash your arm, etc!"	Towel - one size smaller than usual
	5. If he does not begin to pick up the soap and wash cloth, encourage him by handing the wash cloth and soap.	Soap
	6. Again, give him the command, "(name), wash your arm!"	Lukewarm
Rinses body parts on command.	7. When he has washed his arm completely command him to rinse his arm. Follow same procedure until he has washed his entire body.	
Steps out of tub and gets towel on command.	8. When he has completely finished washing, command him to step out of the tub.	
	9. Show student where the towel is hanging, but do not get it for him. Give him the command, "(name), get the towel!"	
	10. When he has the towel, give him the command, "(name), dry your arm!" If he does not initiate the activity, guide his hand to start. Let him continue to dry his own body.	

Accession Number 53099

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hangs towel on rack on command.	11. When he has finished drying himself, command him to hang the towel on the rack.	

Accession Number 53100

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53100
TITLE: TISSUE USE THROUGH GAME
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J6-03 Nasal Hygiene/Tissue/Handkerchief

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasps
Student attends to adult.
Imitates adult's action.
Is not afraid to touch his nose with tissue.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Seat student.	Chair appropriate size for student
	2. Seat self.	Chair that brings adult to eye level with student
Accepts tissue	3. Give student tissue.	
	4. Take tissue yourself, and begin singing song such as: This is the way we blow our nose, blow our nose, blow our nose. This is the way we blow our nose, so early in the morning.	Tissue
	5. While singing the song tap the tissue lightly to your face in the area of your nose.	
Imitates tissue use with assistance.	6. If the student doesn't imitate, take his hand and guide him in a light tapping motion while singing.	
	7. Reward the student appropriatley when he imitates your actions.	

Accession Number 53101

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53101
TITLE: CLEANS NOSE WITH ASSISTANCE
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITORS: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J6-04 Nasal Hygiene/Wiping

CONSIDERATIONS FROM EDITOR(S)

Prerequisites:
Grasps.
Student attends to adult.
Imitates adult's actions.
Is not afraid to touch his nose with tissue.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student's attention by saying "(name), let's blow your nose."	Tissue Wastebasket
Accepts tissue and blows nose with assistance.	2. Take tissue and hand it to student. In a hand over hand method guide his hand to his nose.	
	3. When he has the tissue at his nose, give him the command, "(name), blow your nose."	
	4. If he does not follow through make the blowing sound in hope that he will imitate.	
	5. Reward any effort on his part to blow his nose.	
Throws used tissue away.	6. When he has finished command him to throw the tissue away.	
	7. Make certain that there is a wastebasket nearby and that he disposes of the tissue properly.	

Accession Number 53102

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53102
TITLE: SEEKS ASSISTANCE FOR NOSE CLEANING
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P.Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J6-02 Nasal Hygiene/Indicates Need

CONSIDERATIONS FROM EDITOR(S): Can make gestures known, or communicates verbally.
Prerequisites: Student realizes that nose is running or that it is stuffed. Realizes that adult can help in relieving the problem of the running or stuffy nose.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Watch student carefully so that you may note when it is necessary for him to use a tissue.	Tissues Wastebasket
	2. Notice that he may try to clean his running nose with his hand or part of his clothing.	
	3. When you notice this happening, take a tissue to the student and say, "(name), blow your nose."	
Accepts tissue and wipes nose with assistance.	4. Hand the tissue to the student and if necessary, guide his hand to his face.	
	5. It may also be helpful to say to the student when he is seen wiping his nose with his hand, "no, no (name), use your tissue."	
	6. If the student is at a lower level, it may be more advantageous to use a single word such as tissue to communicate the command.	

Accession Number 53103

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53103
TITLE: OBTAINS AND USES TISSUE
AUTHOR(S): D. Myers, M.Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J6-03 Nasal Hygiene/Tissue/Handkerchief
J6-04 Nasal Hygiene/Wiping

CONSIDERATIONS FROM EDITOR(S): Student realizes that nose is running or is stuffed. Knows where he can obtain tissue.

Prerequisites: Partially realizes the process of cleaning his nose. Student is medically able to keep his mouth closed and blow his nose.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. When you see that student is in need of tissue, make certain that a box is easily accessible to him.	Tissue Waste basket
Attempts to blow and clean nose.	2. If student does not independently go to the tissue box, give him the command, "(name), get a tissue!"	Candles Matches
	3. Allow him to make the first attempt at blowing and cleaning his nose.	Feathers Sugar
	4. He may not have difficulty wiping his nose clean, so let him try to do this independently. However, if his nose is stuffed it may require that he blow which he may be unable to do.	Salt
Blows out a match with mouth closed.	5. To teach him how to blow his nose have him try to blow out a match or candle with his mouth closed. Having him keep his mouth closed is the timportant factor. Explain that he should take a deep breath, while his mouth is closed and then blow keeping his mouth closed.	
	6. Have the student practice this process several times, letting him blow feathers or grains or sugar or salt on a table while keeping his mouth closed.	

NLRC/P

Accession Number 53103

Continued

SER-LARS Report E 3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	7. Reward the student appropriately if he has success in blowing his nose.	
Disposes of used tissue.	8. Remind the student that when he is finished with the tissue to dispose of it properly.	

Accession Number 53104

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53104
TITLE: CARES FOR NOSE INDEPENDENTLY
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J6-00 Nasal Hygiene

CONSIDERATIONS FROM EDITOR(S):

Prerequisites:
Student realizes that nose is running or is stuffed.
Knows where he can obtain tissue.
Realizes the process of blowing his nose.
Knows how and where to dispose of tissue.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. It is the responsibility of the adult to have the box of tissue easily accessible to the student.	Tissue Wastebasket
Obtains tissue on command.	2. When you notice that the student is in need of a tissue and he does not seem to realize it, give him the command, "(name), blow uour nose!"	
	3. Do not go over to assist the student, but let him obtain the tissue himself.	
	4. Again, give him the command, "(name), blow your nose!"	
Disposes of dirty tissue on command.	5. When he feels that he has finished and his nose is sufficiently clean, command him to throw the tissue away. Show him where the waste basket is.	
	6. Go over and praise him appropriately. If there is a serious need for another tissue, help him in a hand over hand method.	
	7. Avoid discouraging his independence in helping himself.	

Accession Number 53105

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53105
TITLE:	TOOTHBRUSH GAMES
AUTHOR(S):	D. Myers, M. Sinco, E. Stalma
SOURCE:	Northeastern Educational Intermediate Unit
EDITOR(S):	P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES: J5-03 Oral Hygiene/Necessary Articles

CONSIDERATIONS FROM EDITOR(S):

Prerequisites:

Grasp.
Student directs hand movements.
Student directs arm movements.
Student imitates adults' behavior.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Seat student.	Small toothbrush
	2. Seat self.	Toothbrush for adult
Accepts toothbrush.	3. Hand the student the toothbrush expecting him to take it with his hand.	
Imitates brushing process with assistance.	4. Take a toothbrush in your hand and begin to imitate the process of brushing the teeth. You may sing: this is the way we brush our teeth, brush our teeth, brush our teeth, this is the way we brush our teeth, so early in the morning. By singing you can make the experience more game-like and appealing to the student.	
	5. If he doesn't begin to imitate your actions, guide his hand in the movement.	

Accession Number 53106

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53106
TITLE. ALLOWS TEETH TO BE BRUSHED BY ADULT
AUTHOR(S)· D.Myers, M.Sinco, E.Stalma
SOURCE· Northeastern Educational Intermediate Unit
[illegible] P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J5-01 Oral Hygiene/Brushing Routine

ONSIDERATIONS FROM EDITOR(S): Prerequisites: Student is willing to allow adult to put toothbrush in his mouth.
Student does not gag on the paste or cleaning element on the toothbrush.
Student agreeably keeps his mouth open long enough and wide enough for adult to adequately clean his teeth.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	1. Attract student by saying, "(name), let's brush your teeth!"	Fully equipped bathroom
Walks to bathroom.	2. Go to him and accompany him into the bathroom; lead him to the sink.	Small toothbrush Small pair steps
	3. If he is too short to comfortably use the bathroom sink, a small pair of steps should be available for him to stand on.	Toothpaste or baking soda
Tastes toothpaste.	4. Initially let him taste a small amount of the tooth paste, before trying to use it to clean his teeth.	Water and flavoring
	5. If student refuses the taste of toothpaste, try using a mixture of baking soda and food flavoring, such as orange or cherry flavoring.	
	6. Do not force the toothbrush into his mouth. Let him explore it until he is comfortable with it.	
Brushes teeth with assistance.	7. Make the process as fast as possible not demanding that the student keep his mouth open for an extended period of time.	

NLRC/P

Accession Number 53107

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53107
TITLE: BRUSHES TEETH WITH ASSISTANCE
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J5-01 Oral Hygiene/Brushing Routine

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasps. Directs arm movements. Directs hand movements. Keeps mouth open long enough and wide enough to adequately brush his teeth. Accepts the texture of the toothbrush and the taste of the toothpaste freely. Drinks unassisted from cup.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student by saying, "(name), let's brush your teeth!"	Fully equipped bathroom
Walks to bathroom.	2. Go to him and accompany him into the bathroom. Lead him to the sink.	Small toothbrush Toothpaste
	3. If he is too short to comfortably use the bathroom sink, a small pair of steps should be available for him to stand on.	Small paper or plastic cup Water
	4. Take student's toothbrush and put a small amount of toothpaste on it.	Small set steps
Accepts toothbrush and brushes teeth with assistance.	5. Hand the toothbrush to the student expecting him to take it with his hand.	
	6. Using a hand over hand method, guide his hand to his mouth.	
	7. Assist him in moving his hand back and forth over his teeth, trying not to force his movements.	
Rinses mouth out.	8. When you feel that he has sufficiently cleaned his teeth, fill a small cup with water and give it to him asking him to take a drink to rinse the toothpaste from his mouth.	
	9. If he understands, ask him to take a mouthful of the water, and then spit it out, not to swallow the toothpaste	

Accession Number 53108

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53108
TITLE: BRUSHES TEETH INDEPENDENTLY
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J5-01 Oral Hygiene/Brushing Routine

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasps. Directs arm movements. Directs hand movements.
Can hold toothbrush steady with hand.
Can exert force in squeezing with hand, thumb and fingers.
Drinks unassisted from cup.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student by saying, "(name), let's brush your teeth!"	Fully equipped bathroom Small toothbrush Toothpaste Small paper or plastic cup Water Small set steps
Walks to bathroom.	2. Go to him and accompany him into the bathroom; lead him to the sink.	
	3. If he is too short to comfortably use the bathroom sink, a small pair of steps should be available for him to stand on.	
Accepts toothbrush.	4. Hand toothbrush to student, expecting him to take it with his hand.	
Accepts toothpaste.	5. Hand him the toothpaste. He should take this with his other hand.	
Squeezes the toothpaste from the tube with assistance.	6. In a hand over hand manner assist him in squeezing the toothpaste from the tube. He should do this by grasping the tube with the thumb on one side and the four fingers on the other, and then squeeze.	
	7. You should instruct the student to use the toothpaste sparingly.	
	8. To put the toothpaste on the brush have the student bring the toothbrush to the opening of the tube of toothpaste. The opening of the tube should be pointed downward.	

NLRC/P

Accession Number 53108

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	9. He should hold the toothbrush steady and move the toothpaste from right to left, to spread on the brush.	
Brushes teeth on command	10. When the toothbrush is readied, give him the command, "(name), brush your teeth!"	
Rinses mouth out after brushing.	11. When he is finished brushing encourage him to rinse the toothpaste from his mouth, by taking a mouthful of water.	

Accession Number 53109

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53109
TITLE: BRUSHES TEETH INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J5-00 Oral Hygiene

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasps. Directs arm movements. Directs hand movements.
Can hold toothbrush steady with hand.
Can exert force in squeezing with other hand, thumb and fingers.
Is able to obtain and put toothbrush back in appropriate place.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract the student's attention by saying, "(name), let's brush your teeth!"	Fully equipped bathroom Small toothbrush Toothpaste Small paper or plastic cup Water Small set steps
Walks to bathroom.	2. Walk into the bathroom expecting him to follow.	
	3. If the student is too short to comfortably reach bathroom sink, place small pair of steps for the student to stand on.	
Takes toothbrush on command.	4. When he is standing at sink, show him where the toothbrush is, and command him to take it.	
Takes toothpaste on command.	5. When he has the toothbrush show him where the toothpaste is and command him to take it.	
Remove toothpaste tube cap with assistance.	6. Assist him by taking the cap off the tube and hand it to him.	
Puts toothpaste on brush on command.	7. Instruct him to put the toothpaste on the brush and then command him to brush his teeth.	
Rinses toothpaste from mouth on command.	8. When they are clean, hand him a cup of water and command him to rinse the toothpaste from his mouth.	

Accession Number 53110

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER 53110
TITLE: ESTABLISHES ELIMINATION PATTERN
AUTHOR(S) D. Myers, M. Sinco, E. Stalma
SOURCE Northeastern Educational Intermediate Unit
P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES J1-02 Toileting/Elimination Pattern

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student is on a regular schedule for meals.
Eats table food.
Begins to become regular in voiding after meals, bedtime, naps and active play periods
Student should be ready to wear training pants rather than diapers.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Take careful notice when student eliminates in pants. This can be done by checking the student every ten munutes for a period of at least five days and marking the results on a chart. The chart should be similar to the one below: 9:10 - Dry 1:20 - Dry 9:20 - Wet 1:30 - B.M. & Wet 9:30 Dry 1:40 - Dry 9:40 - Dry 1:50 - Dry This chart should be readily accessible.	Chart with attached pen that measures elimination periods for 5 days at intervals of ten minutes. Training pants
Establishes elimination pattern.	2. When the five day period is completed and it is felt that an accurate accounting of the student's eliminating behavior has been obtained, the chart should be analyzed as to the approximate time of day the student eliminates. Sililarities in time of day for several days, should be noted. If the results are not uniform, this may be an indication that because of the irregularity in eliminating the student is not yet ready to be put on a toileting schedule.	
	3. When the chart has been analyzed and specific times of the day are found to be eliminating periods, a	

NLRC/P

Accession Number 53110

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	schedule for toileting should be made to correspond to the eliminating time. Initially, the student should be placed on the potty every two hours for a ten minute period. The following is an example of an appropriate toilet training schedule. SUN. 7:15 After Awakening 9:15 After Breakfast 11:15 After Play 1:15 After Lunch 3:15 After Nap 5:15 After Dinner 7:15 After Play 9:15 Before Bed 4. The above schedule allows for the student to be placed on the potty at times when it is most probable that he will eliminate.	

Accession Number 53111

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53111
TITLE: BATHROOM FAMILIARITY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-10 Toileting/Uses Toilet

CONSIDERATIONS FROM EDITOR(S):
Student should be able to realize that he has entered a different surrounding when taken into the bathroom.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Before implementing the toilet training program the student should accept the bathroom.	Fully equipped bathroom Potty chair
Establishes familiarity with bathroom.	2. To familiarize the student with the bathroom, take him as frequently as possible, into the bathroom. This should be done for several days before attempting to have him use the potty.	
Observes uses of bathroom area.	3. While in this period of adjustment, the adult should explain and demonstrate the different uses of the bathroom.	
Explores bathroom area.	4. Let the student explore for himself, while observing his behavior.	
	5. By all means the experiences in the bathroom should be pleasant.	

Accession Number 53112

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53112
TITLE: SITS ON POTTY CHAIR WITH ASSISTANCE
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-08 Toileting/Stays on Toilet

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Able to remain in a sitting position with the assistance of a potty chair guard.
Is aware that bathroom is different than playroom, or bedroom.
Freely accepts bathroom atmosphere.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student's attention by stating, "(name), let's go to the potty!"	Fully equipped bathroom
Walks to bathroom.	2. Go to student and accompany him into bathroom.	Potty chair appropriate for student size with guard for support.
	3. Direct student to potty and assist him in taking pants down.	
Sits on potty for ten minutes with support.	4. Guide student into a sitting position on the potty.	Pants with elastic waistband
	5. The above three steps should be accompanied with more verbalization on the part of the adult, to reassure the student and to calm his fears or doubts about what is occurring in the bathroom.	
	6. The chair guard should be positioned properly, to reassure the student that he is safe in the potty chair.	
	7. The ten minutes on the potty should be spent supervised by the adult.	
	8. The ten minute period should not be unpleasant and the student should be kept as interested as possible.	

Accession Number 53113

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53113
TITLE: RELAXES AND USES POTTY CHAIR
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-10 Toileting/Uses toilet

CONSIDERATIONS FROM EDITOR(S):
Prerequisite:
Student's eliminating has been studied and implemented into a toilet schedule.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract the student's attention by saying, "(name), let's go to the potty!"	Fully equipped bathroom
Walks to bathroom.	2. Go to the student and accompany him to the bathroom.	Potty chair with guard
Lowers pants with assistance.	3. Direct student to the potty and assist him in taking his pants down.	Squeeze bottle with squirting spout
Sits on potty with assistance for ten minutes.	4. Guide student into a sitting position on the potty.	Toilet training chart
	5. Assure the student while on the potty by talking to him and petting him gently.	Pants with elastic waistband
	6. There are various things that can be done to encourage the student to void while on the potty. Some of these are: a. Turning on the water faucet in the sink or bathtub, whichever is more visible to the student. The water should run out in a slow stream. b. Squirting the student with warm water in the area of the genitals may also aid him in voiding. c. Petting the student gently in soft even strokes on the upper thighs or by the genitals may aid in eliminating.	Reward appropriate for student

NLRC/P

Accession Number 53113

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	7. Stay close to the student. If he should eliminate, reward him immediately. The reward can be a favorite toy, a piece of sugar coated cereal, or something else the student is fond of.	
	8. Much attention should be given to the fact that the student was successful on the potty.	
	9. If the student does not eliminate on the potty in the ten minute period take him off as nonchalantly as possible. Do not praise or scorn.	
	10. Remember to mark the toilet training chart appropriately in the time slot with either a U for urination, BM for bowel movement, or X for no success.	
	11. The student may urinate shortly after he has been taken off the potty. This should not be looked at as negative behavior. It very likely shows that the student's bladder muscles are beginning to respond appropriately to sitting on the potty.	

NLRC/P

Accession Number 53114

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53114
TITLE: ACHIEVES SUCCESS WITH BOWEL/BLADDER CONTROL
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-10 Toileting/Uses Toilet

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student is able to eat table food and is on a regular schedule for meals.
Student's schedule of eliminating has been charted accurately, and employed.
Student will sit on potty for a length of ten minutes.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student's attention by saying, "(name), let's go to the potty."	
Walks to bathroom.	2. Accompany the student to the bathroom.	
Lowers pants on command.	3. Direct him to take his pants down by saying, "(name), pull your pants down!"	
Sits on potty on command.	4. When his pants are down give him the command to sit on the potty, "(name), sit down!"	
Eliminates successfully.	5. It is necessary to remain with the student during the entire time he is in the bathroom. Immediate reward is essential in toilet training. Listen for the student to eliminate and reward immediately, saying, "good boy (name), you made wee-wee" or another word that the student associates with eliminating. It is important for the student to realize why he is being rewarded.	
	6. If the student does not eliminate when on the potty, take him off, neither scorning or rewarding him. However, if the student should eliminate in his pants, change him immediately, and do not place any emphasis on the matter at all. The	

NLRC/P

Accession Number 53114

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	experience should not be pleasant, nor a drawn out scorning session. Just change the student and say nothing. 7. For the student to be successful, it is necessary that the instructor be fair and remember the student's schedule. Take him to the bathroom at appropriate times and as often as necessary. 8. Give the student incentive to eliminate on the potty by verbally reinforcing his successful behavior and showing him that you are going to give a star on the chart. The toileting chart should be marked in front of the student when he achieves success.	

Accession Number 53115

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53115
TITLE: COMMUNICATES TOILET NEEDS
AUTHOR(S): D. Myers, M. Sinco, E Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-05 Toileting/Indicates When Wet/Soiled

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Student begins to recognize feeling of having to eliminate.
Begins to associate or gesture bathroom needs.
Student is in the early stages of communication.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Become aware of any gestures or words that the student uses before he eliminates.	Fully equipped bathroom Potty chair Toilet training chart Pants with elastic waistband Reward appropriate for student
	2. Observe your words and actions when asking the student if he has to go to the potty. You will be looking for the repeated use of a word or gesture.	
Uses a gesture or words to indicate toilet needs	3. When you feel that the student is consistently using a word or action before he eliminates, or while he is going to the bathroom, use the word or action in every encounter involving the bathroom. Over use the word or gesture when the student is on the potty, or when you first approach the student to take him to the bathroom.	
	4. Before taking the student into the bathroom use his word or gesture to communicate what you want.	
	5. Remember to reward the student if he uses a word or gesture in association with the bathroom. He is building a means of communicating his needs. This is progress.	

Accession Number 53116

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53116
TITLE: GOES TO BATHROOM UNATTENDED
AUTHOR(S): D. Myers, M. Sinco, E. Staima
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-10 Toileting/Uses Toileting

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Student begins to associate the command with the toileting function.
Student begins to associate the need to eliminate with going to the bathroom.
Student relies on the presence of the instructor in the bathroom.
Student is able to move independently, either by walking, crawling, or creeping.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Observe the toilet training schedule attending to the student's verbalizations and gestures. Notice when it is time for the student to use the bathroom.	Fully equipped bathroom Potty chair Toilet Training chart Pants with elastic waistband Reward appropriate for student
	2. Attract student's attention by saying, "(name), go to the potty!"	
Walks to bathroom independently on command.	3. Do not assist the student into the bathroom, but walk toward the area expecting the student to follow.	
	4. If necessary, encourage student by repeating the command.	
	5. When the student accomplishes the task of following to the bathroom, proceed to the next step.	
Uses toilet on command.	6. Give the student the command, "(name), go to the potty." This time do not go to the bathroom first, but let the student go alone. You may follow.	
Makes use of toilet facilities independently.	7. The final goal is to have the student become more independent in going to the bathroom when he has the need.	
	8. It may be good to try and follow a schedule of going to the bathroom that is consistent in time. The student may associate going to the bathroom with the completion of an activity. For example, after lunch period.	

Accession Number 53117

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53117
TITLE: CARES FOR CLOTHING IN BATHROOM
AUTHOR(S): D. Myers, M. Sinco, E Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-01 Toileting/Adjust Clothing

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student's attention by saying, "(name), go to the potty or bathroom." Use any term the student understands, to begin with. The word bathroom should be used eventually.	Fully equipped bathroom Potty chair Toilet Training chart Pants with elastic waistband. Reward appropriate for student
Walks to bathroom on command.	2. Wait for the student to go into the bathroom independently, then follow.	
Lowers pants on command.	3. When student is near potty chair or toilet, give him the command, "(name), pull down your pants!"	
	4. If necessary, guide the student's hands to the waistband of his pants. Using a hand over hand method, have the student grasp the waistband of his pants on both sides.	
	5. Instruct student to push his outer pants down to knee level. He should do the same with his underpants. Girls should wear slacks. If the girl has a dress on, instruct her to grasp the sides and lift up.	
	6. When student has taken care of his clothing, instruct him to sit on the toilet. If student is small use the potty chair. Boys should be instructed to hold penis down with hand.	

Accession Number 53118

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53118
TITLE: CARES FOR PERSONAL CLEANLINESS
AUTHOR(S): D. Myers, M. Since, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-04 Toileting/Hand Cleanliness

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp
Directs arm movements.
Directs hand movements.
Student realizes reasons for washing and cleaning himself.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Attract student's attention by saying, "(name), go to the bathroom!"	Fully equipped bathroom Potty chair Toilet training chart Pants with elastic waistband
Walks independently to bathroon on command.	2. Wait for the student to go independently, then follow.	
Lowers pants on command and sits on toilet.	3. When in the area of the toilet or potty chair, give him the command, "(name), pull down your pants!"	
	4. When he has taken care of his clothing, instruct him to sid down on the toilet. Smaller students may use the potty chair. Boys should be instructed to hold penis down with hand.	
Uses toilet tissue with assistance.	5. When student has eliminated, guide his hand to the toilet tissue holder. Using a hand over hand method have him spin the roll of tissue so that some comes off the roll.	
	6. Direct the student to tear the paper with one hand and wrap around his fingers.	
	7. Direct the student's hand downward and backward in wiping himself clean.	
	8. Guide his hand as often as necessary.	

NLRC/P

Accession Number 53118

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	9. Instruct the student to drop the tissue into the toilet and obtain clean tissue, if needed.	
Washes hands on command.	10. When student has positioned pants, command him to wash his hands.	

Accession Number 53119

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53119
TITLE: USES TOILET INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J1-10 Toileting/Uses Toilet

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Student realizes the need to eliminate. He is able to move to bathroom independently, or communicate need. Is able to care for clothing in bathroom. Can take care of personal cleanliness.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Enters bathroom on command.	1. Student enters bathroom on command or independently.	Fully equipped bathroom
Removes clothing and sits on toilet.	2. Student takes outer and underpants down and sits on the toilet.	Potty chair
Uses toilet tissue properly.	3. When finished eliminating, the student should tear toilet tissue and clean himself thoroughly and release the dirty tissue into the toilet.	Toilet training chart Pants with elastic waistband
Rearranges clothing.	4. When clean he should stand and pull his pants up.	Reward appropriate for student
	5. When clothing is in place, have student flush the toilet.	
Flushes toilet with assistance.	6. If necessary, guide the student's hand over the lever and assist him in releasing the lever. It should be stressed that the lever is not a toy and is only used when he eliminates successfully.	
Washes hands with assistance.	7. When he has accomplished the task, direct him to the sink and aid, if necessary, in washing his hands.	

Accession Number 53120

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53120
TITLE: PULLS OFF SOCK WHEN OVER TOES
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/ Socks

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size.
	2. Sit on chair.	
	3. Place sock just over toes.	Chair for instructor that enables him to be at eye-level with the student.
	4. Give him the command, "(name), take your sock off!"	
Bends at waist and grasps end of sock on command.	5. Direct student to bend at waist and grasp the end of the sock.	Sock slightly larger than what the student might normally wear.
Pulls sock off with assistance.	6. Encourage him to pull sock off. If necessary, use hand over hand method of instruction.	
	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53121

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53121
TITLE:	REMOVES SOCK WHEN AT MID-FOOT
AUTHOR(S):	D.Myers, M. Sinco, E. Stalma
SOURCE:	Northeastern Educational Intermediate Unit
EDITOR(S):	P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	
	3. Place sock at mid foot.	Chair for instructor that enables him to be at eye-level with the student.
	4. Give him the command, "(name), take your sock off!"	
Bends at waist and grasps end of sock on command.	5. Direct the student to bend at the waist and grasp the end of the sock, (four fingers on the bottom of the sock, thumb on the top). This should be done with dominant hand.	Sock slightly larger than what the student might normally wear.
Pulls off sock with assistance.	6. Encourage him to pull off sock, using a hand over hand method of instruction, if necessary.	
	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53122

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53122
TITLE: ROMOVES SOCK WHEN AT HEEL POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm mov Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backw a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	Chair for instructor that enables him to be at eye-level with the student
	3. Place sock at heel position.	
	4. Give him the command, "(name), take your sock off!"	
Bends at waist and grasps end of sock and takes off sock on command.	5. Direct the student to bend at the waist and grasp the end of the sock (four fingers on the outside and thumb on the inside between the foot and sock).	Sock slightly larger than what the student might normally wear
	6. The student should be instructed to push the sock off the foot. Use a hand over hand method of instruction, if necessary.	
	7. Repeat steps 4,5,6 until the student is consistently successful.	

Accession Number 53123

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53123
TITLE: PULLS SOCK OFF FROM ANKLE POSITION
AUTHOR(S): D. Myers, M.Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Sock

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	
	3. Place sock at ankle position.	Chair for instructor that enables him to be at eye-level with the student
	4. Give him the command "(name), take your sock off!"	
Bends at waist and grasps top of sock with both hands on command.	5. Direct the student to bend at the waist and grasp the top of the sock with both hands. Four fingers on the outside and thumb on the inside between the foot and sock.	Sock slightly larger than what the student might normally wear
Pushes sock down over heel and off foot.	6. Direct him to push the sock down and over the heel and then off the foot.	
	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53124

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53124
TITLE: REMOVES SOCK INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Sock

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm movement. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	Chair for instructor that enables him to be at eye-level with the student
	3. Put sock on entirely.	
	4. Give him the command, "(name), take your sock off!"	
Bends at waist and grasps the sock with both hands and pushes sock down and over heel on command.	5. Direct the student to bend at the waist and grasp the top of the sock with both hands (four fingers on the outside, thumb on the inside) between foot and sock.	Sock slightly larger than what the student might normally wear
	6. Direct him to push the sock down and over the heel and then off the foot.	
	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53125

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53125
TITLE. PULL SOCKS ON FROM ANKLE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE· Northeastern Educational Intermediate Unit
ED TR P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S) Prerequisites: Grasp. Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair. 2. Sit on chair.	Chair appropriate for student's size
	3. Place sock at ankle position. 4. Give him the command, "(name), put your sock on!"	Chair for instructor that enables him to be eye-level with the student
Bends at waist and grasps top of sock with both hands and pulls sock into position on command.	5. Direct the student to bend over at the waist and grasp the top of the sock with both hands (four fingers on the outside of the sock, thumb on the inside). 6. Direct the student to pull the sock into position. If necessary, use a hand over hand method of instruction. 7. Repeat steps 4,5,6 until the student is consistently successful.	Sock slightly larger than what the student might wear

Accession Number 53126

NLRC/P

SFR LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53126
TITLE: PULLS SOCK ON FROM HEEL POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for instructor that enables him to be eye-level with the student
	3. Place sock at heel position.	
	4. Give command, "(name), put your sock on!"	
Bends at waist and grasps top of sock with both hands and pulls sock over heel and up into position on command.	5. Direct the student to bend over at the waist, and grasp the top of the sock with both hands (four fingers on the outside, thumb on the inside).	Sock slightly larger than what the student might wear
	6. Instruct the student to pull the sock over the heel and up into place. Use a hand over hand method of instruction if necessary.	
	7. Repeat steps 4,5,6 until the student is consistently successful.	

Accession Number 53127

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53127
TITLE: PULLS SOCK ON FROM MID FOOT POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm movements. Student directs hand movements. Student directs foot movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for instructor that enables him to be eye-level with the student
	3. Place sock at mid foot position.	
	4. Give him the command, "(name), put your sock on!"	
Bends at waist and grasp top of sock with both hands and pulls to heel and up into position, on command.	5. Direct the student to bend over at the waist and grasp the top of the sock with both hands (four fingers on the outside of the sock, thumb on the inside).	Sock slightly larger than what the student might wear
	6. Instruct him to pull the sock to the heel and then over the heel and up into position. Use hand over hand method of instruction, if necessary.	
	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53128

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53128
TITLE: PULLS SOCKS ON FROM TOE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Socks

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair. 2. Sit on chair.	Chair appropriate size for student
	3. Place sock just over toes. 4. Give him the command, "(name), put your socks on!"	Chair for instructor that enables him to be eye-level with the student
Bends at waist and grasps top of sock with both hands and pulls sock to heel and up to position on command.	5. Direct the student to bend over at the waist and grasp the top of the sock with both hands (four fingers on the outside and thumb on the inside).	Sock slightly larger than what the student might wear
	6. Instruct the student to pull the sock to the heel and then over the heel and up into position. Use hand over hand method of instruction if necessary.	
	7. Repeat steps 4,5,6 until the student is consistently successful.	

Accession Number 53129

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53129
TITLE: PULLS SOCK ON INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-14 Dressing/Undressing/Sock

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Student directs arm movements. Student directs foot movements. Student directs hand movements. Student directs leg movements. Student can compensate for any move to right or left, forward or backward, while in a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	
	3. Hold the sock open by the grasp method that has been described earlier, four fingers on outside of sock, thumb on inside, both hands holding the sock.	Chair for instructor that enables him to be eye-level with the student
	4. Give student the command, "(name), put your sock on!"	Sock slightly larger than what the student might wear
Grasps sock with both hands and bends at waist, on command.	5. Direct the student to grasp the sock in the same manner as was described in step 3.	
	6. Direct him to bend at the waist and slightly lift his foot to slide it into the open end of the sock.	
Pulls sock to heel and over the heel.	7. He should then pull the sock to the heel and then over the heel.	
	8. Repeat steps 4,5,6,7 until the student is consistently successful.	

Accession Number 53130

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53130
TITLE: TAKES OFF PANTS WHEN AT ANKLE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Direct arm movements. Directs hand movements.
Can compensate for any move to the right or left, forward or backward, while in a sitting position.
Directs foot position. Directs leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Place student in a sitting position.	Chair for student appropriate for his size
	2. Place pants over one foot to ankle leaving the foot free.	
	3. Sit on chair that brings you to eye level with student.	Chair that brings instructor to eye-level with student
	4. Give him the command, "(name), take your pants off!"	A pair of slacks with elastic waist band larger than what the student would normally wear
Bends at waist and grasps pants around foot on command.	5. Direct the student to bend at the waist and grasp the pants around his foot. If necessary, use a hand over hand method to teach him to grasp the pants around his foot. If necessary, use a hand over hand method to teach him to grasp the pants.	
Lifts foot and pulls pants off.	6. When the student has grasped the pants, encourage him to lift his foot and pull the pants off.	
	7. Repeat steps 4,5,6 until the student is consistently successful.	

Accession Number 53131

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53131
TITLE: TAKES OFF PANTS WHEN AT ANKLE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Direct arm movements. Direct hand movements.
Can compensate for any move to the right or left, forward or backward, while in a sitting position.
Direct foot movements. Direct leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Place student in a sitting position.	Chair appropriate size for student
	2. Place pants over both feet and at ankle length.	Chair that brings instructor to eye-level with student
	3. Sit on chair that brings you to eye level with student.	
	4. Give him the command, "(name), take your pants off!"	A pair of slacks with elastic waist band, larger than what the student would normally wear
Bends at waist and grasps pants around feet.	5. Direct the student to bend at the waist and grasp the pants around his feet. If necessary, use a hand over hand method to teach him to grasp the pants.	
Lifts right foot straight up and pulls pants off. Replaces foot. Lifts left foot straight up and pulls pants entirely off.	6. When the student has grasped his pants, encourage him to first lift his foot straight up and pull the pants off. He then should place the foot on the floor for support and then lift the other foot and pull the pants entirely off.	
	7. Repeat steps 4,5,6 until the student is consistently successful.	

Accession Number 53132

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53132
TITLE: TAKES OFF PANTS WHEN AT KNEE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp.
Directs hand movements.
Directs arm movements.
Directs foot movements.
Directs leg movements.
Can maintain balance when bending over while in a standing position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student in a standing position.	Chair that brings instructor to eye level with student
	2. Position pants at student's knees.	
	3. Sit on chair.	Chair for student appropriate for his size
	4. Give him the command, "(name), take your pants off!"	
Standing, bends over and pushes pants down to ankles.	5. Instruct student to bend over and push the pants down to his ankles.	A pair of slacks with elastic waist band larger than what the student would normally wear
	6. When he has the pants down by his ankles, encourage him to sit down on chair.	
	7. When sitting direct him to bend at the waist and grasp the pants that are around his ankles. If necessary, again use a hand over hand method.	
Lifts one foot at a time and removes pants.	8. Encourage him to lift his foot straight up and pull the pants off. He then should place the foot on the floor for support, lift the other foot and pull the pants entirely off.	
	9. Repeat steps 4 through 8 until the student is consistently successful.	

Accession Number 53133

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53133
TITLE: TAKES PANTS OFF WHEN AT HIP POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasps. Directs leg movements. Directs arm movements. Directs hand movements. Directs foot movements. Can maintain balance when bending over while in a standing position. Can move from a standing to a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student in a standing position.	Chair appropraite size for student
	2. Position pants at student's hips.	
	3. Sit on chair.	Chair that brings instructor to eye level with student
	4. Give him the command, "(name), take your pants off!"	
Standing with pants at hips, pushes pants down to ankles.	5. Instruct the student to put his hands on the waist band in a grasping manner (four fingers on the outside, thumb on the inside) and push them down to the ankles, bending as he does it.	A pair of slacks with elastic waist band larger than what the student would normally wear
Sits down on chair, bends at waist and grasps pants.	6. When he has pants down at ankles, encourage him to sit down on a chair.	
	7. When sitting direct him to bend at the waist and grasp the pants that are around his ankles. If necessary use hand over hand method of instruction.	
Lifts one foot at a time and removes pants.	8. Encourage him to lift his foot straight up and pull the pants off. He should place the foot on the floor for support, lift the other foot and pull the pants entirely off.	
	9. Repeat steps 4 through 8 until the student is consistently successful.	

Accession Number 53134

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53134
TITLE: TAKES PANTS OFF INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Directs leg movements. Directs arm movements. Directs foot movements. Directs hand movements. Can maintain balance when bending over while in a standing position. Can move from a standing to a sitting position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student in a standing position.	Chair appropriate size for student
	2. Position pants at student's waist.	
	3. Sit on chair.	Chair that brings instructor to eye-level with student
	4. Give him the command, "(name), take your pants off!"	
	5. Instruct the student to put his hands on the waist band in a grasping manner (four fingers on outside, thumb on inside) and push the pants down to the ankles bending as he does it.	A pair of slacks with elastic waist band larger than what the student would normally wear
Standing with pants at waist, puts both hands on the waist and pushes them down to ankles.	6. When he has the pants down by his ankles, encourage him to sit down.	
	7. When sitting direct him to bend at the waist and grasp the pants that are around his ankles. If necessary, use hand over hand instruction.	
Lifts one foot at a time and removes pants.	8. Encourage him to lift his foot, straight up and pull the pants off. He then should place the foot on the floor for support, lift the other foot and pull the pants off entirely.	
	9. Repeat steps 4 through 8 until the student is consistently successful.	

Accession Number 53135

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53135
TITLE: PULLS PANTS UP FROM HIP POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.
Maintains a stand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Pull slacks to student's hips. 2. Command student to stand up; aid him if necessary.	Chair that brings instructor to eye level with student
	3. Sit student on chair that brings you to eye-level with student.	Chair appropriate size for student
	4. Give him the command, "(name), put your pants on!"	A pair of slacks with elastic waist band, larger than what the student would normally wear
Standing, hands on waist band, pulls pants into position.	5. Place student's hands on the waist band of the pants, by his hips. His four fingers should be on the outside, thumb on the inside.	
	6. In a hand over hand manner help the student to pull the pants into position.	

Accession Number 53136

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53136
TITLE: PULLS PANTS UP FROM KNEE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp.
Directs arm movements.
Maintains a stand.
Directs hand movements.
Maintains balance while in a bending position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Pull pants to student's knees.	Chair that brings instructor to eye-level with student
	2. Command him to stand up; aid him if necessary.	
	3. Sit on chair that brings you to eye-level with student.	Chair for student appropriate for his size
	4. Give him the command, "(name), put your pants on!"	A pair of slacks with elastic waist band, larger than what the student would normally wear
	5. Instruct the student to bend at the waist to grasp the waist band of the pants. Aid him if necessary by applying slight pressure to his back.	
Standing, pants at knee, bends and grasps waist band and pulls pants to position.	6. Place student's hands on the waist band of the pants which are down by his knees. His four fingers should be on the outside of the pants while the thumb is on the inside.	
	7. In a hand over hand method help the student to pull his pants into position.	
	8. Repeat steps 4 through 7 until the student is consistently successful.	

Accession Number 53137

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53137
TITLE: PULLS PANTS UP FROM ANKLE POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITORS: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/ Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisties: Grasp.
Directs arm movements.
Directs hand movements.
Maintains a stand.
Maintains balance while in a bending position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Put student's pants on just to ankles.	Chair that brings instructor to eye-level with student
	2. Command him to stand up; aid if necessary.	
	3. Sit on chair that brings you to eye-level with student.	Chair appropriate size for student
	4. Give him the command, "(name), put your pants on!"	A pair of slacks with elastic waist band, larger than what the student would normally wear
	5. Instruct the student to bend at the waist to grasp the waistband. Aid him if necessary by applying slight pressure to his back.	
Standing, pants at ankles bends and grasps waist band and pulls pants into position.	6. Place student's hands on the waist band of the pants, which are down by his ankles. He should grasp in this manner: four fingers on the outside of the pants, thumb on the inside.	
	7. In a hand over hand method help the student to pull his pants into position.	
	8. Repeat steps 4 through 7 until the student is consistently successful.	

Accession Number 53138

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53138
TITLE: PULLS PANTS UP WITH ONE LEG IN PANTS
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Directs arm movements. Directs hand movements. Directs leg movements. Directs foot movements. Can move from a sitting to a standing position. Maintains a stand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student.	Chair that brings instructor to eye level with student
	2. Put pant leg over one foot.	
	3. Sit on chair that brings you to eye-level with student.	Chair appropriate size for student
	4. Give him the command, "(name), put your pants on!"	A pair of slacks with elastic waist band, larger than what the student would normally wear
Sitting, one pant leg over foot, bends at waist and grasps band.	5. Instruct student to bend at the waist and grasp the waist band of the pants, with the four fingers on the outside and the thumb on the inside. Aid him if necessary by giving him a gentle push on the back to bend over.	
Lifts free leg and places foot in the free pant leg with assistance.	6. He should then be instructed to lift the free leg and place his foot in the free pant leg. Aid him in this step, if necessary, by giving his leg a small lif	
	7. He should then be instructed to stand up and be given the command, "(name), put your pants on!"	
Bends at waist, grasps waist band, and pulls pants up from ankles.	8. He will have to bend at the waist, grasp the waist band in the method that was explained above, and pull the pants up from the ankles.	
	9. Steps 4 through 8 should be repeated until the student is successful.	

Accession Number 53139

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53139
TITLE: PUTS PANTS ON INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-09 Dressing/Undressing/Pants

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp. Directs hand movements. Directs arm movements. Directs leg movements. Directs foot movements. Can move from a sitting to a standing position. Maintains a stand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student on chair.	Chair that brings instructor to eye level with student
	2. Hand him pants holding the waistband.	
Seated, accepts pants, stretches waist band open.	3. Direct the student to place his hands on the waist band and stretch it open grasping it as explained earlier, four fingers on the outside, thumb on the inside.	Chair for student appropriate for his size
Lowers arms to feet with assistance.	4. When he has stretched open the top of the pants, guide his arms down to his feet.	A pair of slacks with elastic waist band, larger than what the student would normally wear
Lifts one foot at a time and places them into pants legs.	5. Direct him to first lift his foot and put it in the pant leg and then the other.	
	6. When he has both feet in the pant legs and they are around his ankles, he should stand up.	
Stands, and bends down; pulls pants up by waist band.	7. When standing the student should be directed to bend down and pull the pants up by the waist band.	

Accession Number 53140

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53140
TITLE: REMOVES SHIRT FROM TOP OF HEAD
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp.
Directed arm movements.
Directed hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place the student in a sitting position.	Chair appropriate size for student
	2. Place the shirt on top of the student's head.	Chair that enables instructor to be at eye level with student
	3. Give him the command, "(name), take your shirt off!"	
Sitting, shirt on top of head, removes shirt from head with assistance.	4. If the student does not respond, move his hand to the top of his head, and using a hand over hand method, aid him in grasping the shirt and moving it off his head.	Polo shirt larger than what the student would normally wear but not so large that it just rolls into place
Sitting, shirt on top of head, removes shirt from head independently.	5. Reward him appropriately when he does it. Repeat step 4 until the student performs independently.	

Accession Number 53141

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53141
TITLE: REMOVES SHIRT FROM EYE LEVEL POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student in a sitting position.	Chair appropriate for student's size
	2. Place shirt at eye level on student's head.	
	3. Give student the command "(name), take your shirt off!"	Chair that enables instructor to be at eye level with student
Sitting, shirt hanging around shoulders, gathers shirt into hands and removes from eye level with assistance.	4. Hand over hand move the student's hands to the bottom of his shirt which will be hanging around his shoulders. Aid him in gathering the shirt into his hands and move it to eye level. He then has to pull the gathered shirt up and over his head.	Polo shirt larger than what the student would normally wear but not so large that it just rolls into place
Repeats task until mastered.	5. Repeat step 4 until student performs himself.	

Accession Number 53142

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53142
TITLE: REMOVES SHIRT FROM AROUND NECK
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place student in a sitting position.	Chair appropriate to student's size
	2. Place the shirt around the student's neck.	
Responds to command, "Take your shirt off."	3. Give the command, "(name), take your shirt off!"	Chair that enables instructor to be at eye level with student
Sitting, shirt around neck, gathers bottom of shirt into his hands and removes shirt with assistance.	4. In a hand over hand method direct the student's hands to the shirt, aid him in gathering the bottom of shirt into his hands. When he has the shirt in his hands, help him pull it up over his face and off.	Polo shirt larger than what the student would normally wear but not so large that it just rolls into place
Repeats procedure until mastered.	5. Repeat step 4 until the student can complete the process independently.	

Accession Number 53143

NLRC/P SER-LARS Report E-3 Instructional Methods

ACCESSION NUMBER: 53143
TITLE: RELEASES ARM FROM ARMHOLE
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place the student in a sitting position.	Chair appropriate size for student
	2. Put the shirt over his head and around his neck, placing one arm in the arm hole.	Chair that enables instructor to be at eye level with student
	3. Give him the command, "(name), take off your shirt!"	
	4. The arm and hand should be free from the arm hole.	Polo shirt larger than what the student would normally wear but not so large that it just rolls into place
With assistance, pulls shirt away from body while bending down at elbow.	5. Aiding the student in a hand over hand method, gather shirt from under arm position. Pull shirt away from body, while bending arm at elbow. Release arm by lowering it through armhole.	
Independently pulls shirt up and over head with both hands.	6. He should then independently pull the shirt up and over his head with both hands.	
Repeats until self-sufficient.	7. The student should practice step 5 until he is self sufficient.	

A cess on Number 53144

NLRC/P

SER LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53144
TITLE: REMOVES SHIRT BY RELEASING ARMS FROM ARMHOLES
AUTHOR(S): D. Myers, M Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

ONSIDERATIONS FROM EDITOR(S). Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	1. Place the student in a sitting position.	Chair appropriate size for student
	2. Put the shirt over his head and around his head and both arms. In the armholes, the bottom of the shirt should be at the armpits.	Chair that enables instructor to be at eye level with student
	3. Give him command, "(name), take off your shirt!"	
Removes shirt when it is positioned under armpits.	4. Gather shirt from under arm position. Pull shirt away from body while bending elbow. Release arm by lowering it through armhole.	Polo shirt larger than what the student would normally wear but not so large that it just rolls into place
	5. Repeat same procedure with opposite arm.	
Pull shirt up over head.	6. He should then proceed to pull the shirt up and over his head.	
	7. The student should be drilled until he can independently remove the shirt when it is positioned under the armpits.	

Accession Number 53145

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53145
TITLE: REMOVES SHIRT FROM MID STOMACH POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educationl Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp
Direct arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place the student in a sitting position.	Chair appropriate size for student
	2. Place shirt over head and arms in arm holes and down to mid-stomach.	Chair that enables instructor to be at eye level with student
	3. Give him command, "(name), take off your shirt!"	
With assistance, gathers shirt from mid-stomach and raises to underarm position.	4. In a hand over hand method, gather shirt from mid-stomach and raise to underarm position.	Polo shirt larger than what the student would normally wear but not so large that it just rolls into place
	5. Pull shirt away from body while bending elbow. Release arm by lowering it through armhole.	
Practices until he can perform task independently.	6. The student should practice until he can perform independently as soon as the command is given.	

NLRC/P

Accession Number 53146

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53146
TITLE: REMOVES SHIRT INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

ONSIDERATIONS FROM EDITOR(S): Prerequisites: Grasp.
Direct arm movements.
Directs hand movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Sits in chair.	1. Place student in a sitting position.	Chair appropriate size for student
	2. Put shirt completely on the student.	
	3. Give him the command, "(name), take off your shirt!"	Chair that enables instructor to be at eye level with student
Gathers shirt and raises to underarm position.	4. In a hand over hand method gather shirt from completed dress and raise to underarm position.	
	5. Pull shirt away from body while bending elbow. Release arm by lowering it through armhole.	Polo Shirt larger than what the student would normally wear but not so large that it just rolls into place
Repeats until consistently successful.	6. Step 4 should be repeated until the student is consistently successful.	

Accession Number 53147

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53147
TITLE: PULLS SHIRT DOWN FROM MID STOMACH POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Begins to direct arm movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place student in a sitting position.	Chair appropriate size for student
	2. Give him the command, "(name), put your shirt on!"	Chair that allows instructor to be at approximate eye level with student
Pulls shirt into position from mid-stomach.	3. Place his hands on the bottom of his shirt which is at mid stomach position.	
	4. With assistance, have the student pull the shirt into position.	Polo shirt larger than what the student might wear, but not so large that it just falls down into place
Repeats until consistently successful.	5. This should be repeated until the student is consistently successful.	
	6. The command should be worded the same way every time and the student's name should be stated.	

Accession Number 53148

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53148
TITLE:	PULLS SHIRT DOWN FROM UNDERARM POSITION
AUTHOR(S):	D. Myers, M. Sinco, E. Stalma
SOURCE:	Northeastern Educational Intermediate Unit
EDITOR(S):	P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	J9-16 Dressing/Undressing/Shirts
CONSIDERATIONS FROM EDITOR(S):	Prerequisites: Grasp. Directs arm movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place student in a sitting position.	Chair appropriate size for student
	2. Give him the command. "(name), put your shirt on!"	
Places hands on bottom of shirt.	3. Place his hands on the bottom of his shirt which is at the underarm position.	Chair that allows instructor to be at approximate eye level with student
	4. Direct his hands downward to position shirt properly.	Polo shirt larger than what the student might wear, but not so large that it falls into place
Pulls shirt down with assistance.	5. Guide student's hands to shirt positioned under armpits and pull down.	
Repeats until consistently successful.	6. Repeat until student is consistently successful.	

Accession Number 53149

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53149
TITLE: PUTS ONE ARM IN SLEEVE
AUTHOR(S): D.Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place student in a sitting position.	Chair appropriate size for student
	2. Give him the command, "(name), put your shirt on!"	Chair that allows instructor to be at eye level with student
	3. The shirt should be over the student's head and in position around the neck. One arm should be through the armhole, while the arm is released from the armhole.	Polo shirt larger than what the student might wear normally, but not so large that it falls into place
Bends elbow, moves hand under the shirt and through the armhole, and pulls down.	4. Assisting the student, have him bend his elbow and move his hand under the shirt and through the armhole and pull down.	
Repeats until able to manipulate hand and arm through armhole.	5. This should be repeated until the student can manipulate his own hand and arm through the armhole.	
	6. Remember to be consistent with the command and use of name.	

Accession Number 53150

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53150
TITLE: PUTS BOTH ARMS IN SLEEVES
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P.Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp
Directs arm movements
Directs hand movements

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place student in a setting position.	Chair appropriate size for student
	2. Give him the command, "(name), put your shirt on!"	
	3. The shirt should be over the student's head and in the position around the student's neck, both arms should be released from the arm holes.	Chair that allows instructor to be at approximate eye level with student
Holds bottom of shirt down and out and moves other hand up and through the armhole.	4. With the student's hand holding the bottom of the shirt down and out, have him move his other hand up and through the arm hole.	Polo shirt larger than what the student might wear, but not so large that it falls into place
Moves hand and arm up and through the armhole.	5. In the same manner have the student hold the bottom of the shirt down and out while the student moves his hand and arm up and through the armhole.	
	6. For steps 4 and 5 the student may need the instructor's hand over hand assistance.	
Pulls shirt into place.	7. When the student puts both arms in the arm hole, he should pull the shirt into place.	
Repeats process until self-sufficient.	8. Repeat the process until the student sufficiently goes through the steps himself.	

Accession Number 53151

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53151
TITLE: PUTS SHIRT ON FROM EYE LEVEL POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northerneastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place student in a sitting position.	Chair appropriate size for student
	2. Give him the command, "(name), put your short on!"	
	3. The shirt should be just over the head at eye level. Both arms should be released from the arm holes.	Chair that allows instructor to be at eye level with student
Pulls shirt down over face by placing hands on the bottom of the shirt to bring down to neck.	4. Using a hand over hand method the student should be aided in pulling the shirt down over the face by placing his hands on the bottom of the short, to bring down to the neck.	Polo Shirt larger than what the student might wear, but not so large that it falls into place.
Puts arms through armholes bring shirt into place.	5. He should then proceed in putting his arms through the armholes and bringing the sirt into place.	

Accession Number 53152

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53152
TITLE: PUTS ON SHIRT INDEPENDENTLY
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P.Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-16 Dressing/Undressing/Shirts

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Directs arm movements.
Directs hand movements.
Grasp
Knowledge of procedure to follow in placing the shirt over head accurately.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair	1. Place student in a sitting position.	Chair appropriate to student's size
	2. Give him the command, "(name), put your shirt on!"	
	3. Hand him the shirt showing him the open end. Assist the student by holding his hands in a hand over hand method.	Chair that allows instructor to be at approximate eye level with student
Places hands on bottom of shirt holding both sides. Moves shirt to head and places over head.	4. His hands should be on the bottom of the shirt holding both sides. The open end of the shirt should be moved to the head and placed over it.	Polo shirt larger than what the student might wear, but not so learge that it falls into place
Pulls shirt down over face, puts arms in armholes, and pulls shirt into position.	5. Independently, the student should then proceed to pull the shirt down over his face, put his arms in the arm holes, and pull the shirt into position.	
Repeats process until consistently successfull.	6. The above should be repeated until the student is consistently successful.	

Accession Number 53153

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53153
TITLE: REMOVES SHOES WITH TOES IN
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs foot movements.
Directs leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	Chair for instructor that brings him to eye level with student
	3. Take shoe almost entirely off student's foot leaving only tips of toes in shoes.	
	4. Give him the command, "(name), take your shoes off!"	Shoes, one size larger
Lifts foot up and out of shoe with assistance.	5. Direct the student to lift his foot up and out of shoe.	
	6. If necessary grasp student's foot at ankle and assist in lifting up and out of shoe.	
Repeats until consistently successful.	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53154

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53154
TITLE: REMOVES SHOES WITH HEEL RELEASED
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs leg movements.
Directs foot movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Sit student on chair.	Chair appropriate for student's size
	2. Sit on chair.	
	3. Release hell and back part of student's foot from shoe.	Chair that brings instructor to eye level with student
	4. Give student the command, "(name), take off your shoes!"	Shoes, one size larger
Slides foot back toward heel of shoe until toes are exposed.	5. Direct student to slide his foot back toward the heel of his shoe until his toes are exposed.	
	6. If necessary, grasp student's foot at ankle and pull back.	
Lifts foot up and out of shoe.	7. Instruct student to lift foot up and out of shoe.	
Repeat until consistently successful.	8. Repeat steps 4 through 7 until student is consistently successful.	

Accession Number 53155

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53155
TITLE: TAKES OFF SHOE INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

ONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs foot movements.
Directs leg movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate for student's size
	2. Sit on chair.	
	3. Place shoe entirley on student's foot.	Chair for instructor that brings him to eye level with student
	4. Give student the command, "(name), take off your shoe!"	
Lifts heel up and out of shoe.	5. Instruct student to lift heel up and out of shoe.	Shoes, one size larger
Slides rest of foot back toward the heel of shoe and lifts foot out of the shoe.	6. He should then slide the rest of his foot back toward the heel of the shoe and lift the foot out of the shoe.	
Repeats until consistently successful.	7. If necessary, guide the student's foot in the proper manner by grasping the ankle until he understands proper movements and is consistently successful.	

Accession Number 53156

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53156
TITLE: PUTS SHOE ON WITH HEEL OUT
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs foot movements.
Directs leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	
	3. Place shoe on student's foot.	Chair for instructor that brings him to eye level with student
	4. Give child the command, "(name), put your shoe on!"	
Pushes heel down into proper position.	5. Direct the student to push his heel down into proper position.	Shoes, one size larger
	6. If necessary grasp student's ankle and exert a downward force until the student realizes the sensation of pushing down and having his foot go into proper position.	
Repeats until consistently successful.	7. Repeat steps 4,5,6 until student is consistently successful.	

NLRC/P

Accession Number 53157

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53157
TITLE: PUTS SHOE ON WITH MID FOOT IN
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs foot movements.
Directs leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	
	3. Place shoe on student's foot, leaving heel out of shoe.	Chair for adult that brings him to eye level with student
	4. Give student the command, "(name), put your shoe on!"	
Pushes foot forward into shoe from mid-foot position.	5. Direct student to push foot forward so there is enough room in back of shoe for heel.	Shoes, one size larger
	6. If necessary grasp student's foot at ankle and push forward in shoe.	
Pushes heel down into proper position.	7. Instruct student to push heel down into proper position.	
Repeats until consistently successful.	8. Repeat steps 4 through 7 until the student is consistently successful.	

Accession Number 53158

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53158
TITLE: PUTS SHOE WITH TOES IN
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs foot movements.
Directs leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	
	3. Place shoe on student's foot, just student's toes should be in shoe.	Chair for adult that brings him to eye level with student
	4. Give student the command, "(name), put your shoe on!"	Shoes, one size larger
Pushes foot forward into shoe from toe-in position.	5. Instruct student to push foot forward, until there is room in back of shoe for heel.	
	6. If necessary grasp student's foot at ankle and push forward in shoe.	
Pushes heel down into proper position.	7. Instruct student to push heel down into proper position.	
Repeats until consistently successful.	8. Repeat steps 4 through 7 until the student is consistently successful.	

Accession Number 53159

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53159
TITLE: PUTS SHOES ON INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-11 Dressing/Undressing/Shoes

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs foot movements.
Directs leg movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for instructor that brings him to eye level with student
	3. Place shoe on floor directly in front of foot.	
	4. Give student the command, "(name), put on your shoe!"	Shoes, one size larger
Lifts leg and points toes with shoes.	5. Direct student to lift leg and point toes into shoes.	
	6. If necessary guide student's foot into shoe by grasping at ankle.	
Pushes foot forward into shoe leaving room for heel.	7. Direct student to push foot forward so there is enough room in back of shoe for hee.	
Pushes heel down into position.	8. Instruct student to push heel down into proper position.	
Repeats until consistently successful.	9. Repeat steps 4 through 8 until the student is consistently successful.	

Accession Number 53160

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53160
TITLE: REMOVES HAT WHEN JUST ON TOP OF HEAD
AUTHOR(S): D. Myers, M. Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S). Prerequisites:
Grasp with both hands.
Directs arm movements.
Directs hand movements

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1 Stand student in front of mirror.	Stretch tassle hat
	2. Place hat on top of head.	
	3. Give student the command,"(name), take your hat off!"	
Moves hand to top of hat, pulls hat off (with assistance).	4. Direct student to move his hand to top of hat, grasp hat and pull off, use hand over hand method if necessary	
Completes procedure with decreasing assistance.	5. Repeat steps 3 and 4 until student is consistently successful.	

Accession Number 53161

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53161
TITLE: REMOVES HAT WHEN NOT HALFWAY IN POSITION
AUTHOR(S): D. Myers, M. Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasps with both hands.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Stretch tassle hat
	2. Place hat half way on head.	
	3. Give student the command, "(name), take off your hat!"	
Places hands at side edges of hat and pushes up to top of head (with assistance).	4. Direct student to place both hands at the side edges of hat and push up to top of head-use hand over hand method of instruction if necessary.	
Moves hand to top of head, grasps hat and pulls it off (with assistance).	5. Direct student to move his hand to top of head, grasp hat and pull off. Use hand over hand method if necessary.	
Repeats procedure with decreasing assistance until successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53162

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53162
TITLE: REMOVES HAT INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasps with both hands.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Stretch tassle hat
	2. Place hat entirely on head.	
	3. Give student the command, "(name), take off your hat!"	
Places hands at side edges of hat and pushes up to top of head.	4. Direct student to place both hands at the side edges of the hat and push up to top of head.	
Moves hand to top of head, grasp hat and pulls off.	5. Direct student to move his hand to top of head, grasp hat and pull off.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53163

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53163
TITLE: PUTS HAT ON WHEN HALFWAY ON HEAD
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seager, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Stretch tassle hat
	2. Put hat half way on head.	
	3. Give student the command, "(name), put your hat on!"	
Brings hands to head and grasps each side of the hat and pulls down into position with assistance.	4. Direct him to bring both hands to his head and grasp each side of the hat and pull down into position. Use hand over hand method if necessary.	
Repeats until independently successful.	5. Repeat steps 3 and 4 until the student is consistently successful.	

Accession Number 53164

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53164
TITLE: PUTS HAT ON WHEN ON TOP OF HEAD
AUTHOR(S): D.Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp with both hands.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Stretch tassle hat
	2. Put hat just on top of head.	
	3. Give student the command,"(name), put on your hat!"	
Brings hands to head and grasps sides of hat and pulls down into position with assistance.	4. Direct him to bring both hands to his head and grasp each side of the hat and pull down into position. Use hand over hand method if necessary.	
Repeats procedure until independently successful.	5. Repeat steps 3 and 4 until the student is consistently successful.	

Accession Number 53165

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53165
TITLE: PUTS HAT ON INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp with both hands.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Stretch tassle hat
	2. Give student the command, "(name), put your hat on!"	
	3. Hand the student the hat showing him that by grasping each side at the edge he can hold hat open so to be able to place it on top of his head.	
Holds hat open. Places hat on top of head.	4. Direct student to move his hands holding open that hat to the top of his head and placing the hat on top of his head.	
Pulls hat down into position.	5. Direct him to pull the hat down into position.	
Repeats procedure until consistently successful.	6. Repeat steps 2 through 5 until student is consistently successful.	

Accession Number 53166

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53166
TITLE: REMOVES MITTENS WHEN THUMB IS RELEASED
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

ONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Sits on chair.	1. Seat student on chair.	Stretch mitten half size larger than what the student would normally wear
	2. Sit on chair.	
	3. Place mitten on student having thumb out of thumb slot and mitten just partially on student's four fingers. Other hand should be free.	
	4. Give student the command, "(name), take your mitten off!"	
Grasps end of mitten and pulls off with assistance if necessary.	5. Instruct him to grasp end of mitten with hand and pull off. Use a hand over hand method if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53167

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53167
TITLE: REMOVES MITTEN WHEN THUMB IS HALF RELEASED
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S):
Prerequisites;
Grasps.
Directs arm movements
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Stretch mitten half size larger than what the student would normally wear
	2. Sit on chair.	
	3. Place mitten half way on student's hand leaving other hand free.	
	4. Give student the command, "(name), take your mitten off!"	
Grasps end of mitten and pulls off with assistance if necessary.	5. Instruct him to grasp end of mitten with hand and pull off; use a hand over hand method if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53168

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53168
TITLE: REMOVES MITTEN INDEPENDENTLY
AUTHOR(S): D.Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Stretch mitten half size larger than what the student normally wears
	2. Sit on chair.	
	3. Place mitten entirely on student's hand.	
	4. Give student the command, "(name), take off your mitten!"	
Grasps end of mitten with hand and pulls off.	5. Instruct him to grasp end of mitten with hand and pull off.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53169

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53169
TITLE: PUTS MITTEN ON FROM HALFWAY POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp. Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Knit mitten somewhat larger than what the student would normally wear.
	2. Sit on chair.	
	3. Place mitten half way on student's hand leaving other hand free with thumb and four fingers in proper position.	
	4. Give student the command, "(name), put on your mitten!"	
Uses pincer grasp; pulls mitten into position with assistance if necessary.	5. Direct student to pincer grasp end of mitten with hand and pull into position; use hand over hand method if necessary.	
Repeats until consistently successful.	6. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53170

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53170
TITLE: PUTS MITTEN ON WHEN ONE QUARTER OF THE WAY ON
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Knit mittens somewhat larger than what the student would normally wear
	2. Sit on chair.	
	3. Place mitten a quarter of the way on student's hand leaving other hand free with thumb and four fingers in proper position.	
	4. Give student the command, "(name), put your mitten on!"	
Uses pincer grasp; pulls into position with assistance if necessary.	5. Direct student to pincer grasp end of mitten with hand and pull into position; use hand over hand method if necessary.	
Repeats until consistently successful.	6. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53171

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53171
TITLE: PUTS MITTEN ON INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-01 Dressing/Undressing/Accessories

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Knit mitten somewhat larger than what the student would normally wear
	2. Sit on chair.	
	3. Hand mitten to student.	
	4. Give student the command, "(name), put your mitten on!"	
Uses pincer grasp on mitten and holds open wide enough to slip hand in.	5. Direct him to pincer grasp mitten by one end with hand and hold so that end is open wide enough for him to slip his other hand in.	
Slips thumb into place; pulls mitten into place.	6. Instruct him to put other hand in mitten and slipping thumb into place pull mitten into place.	

Accession Number 53172

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53172
TITLE: REMOVES COAT WHEN ONE ARM RELEASED
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-08 Dressing/Undressing/Overcoat/Jackets

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Large, full-length mirror
	2. Release student's arm, but leave coat on shoulder.	Coat one size larger than what student would normally wear
	3. Give student the command, "(name), take off your coat!"	
Pushes coat from shoulder (with assistance if necessary).	4. Instruct student to push coat from shoulder with hand, if necessary use hand over hand method.	
Grasps end of sleeve with hand.	5. Direct him to grasp end of sleeve with hand.	
	6. He should then pull coat down and off arm.	
	7. Repeat steps 3 through 6 until the student is consistently successful.	

Accession Number 53173

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53173
TITLE: REMOVES COAT INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-08 Dressing/Undressing/Overcoat/Jackets

ONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Large full-length mirror
	2. Place coat on student.	
	3. Give student the command, "(name), take off your coat!"	Coat one size larger than what the student would normally wear
Grabs front of coat.	4. Instruct student to grasp front of coat.	
Opens coat wide to release shoulder.	5. He should open the coat wide, in order to release his shoulder.	
Lifts arm up and out of sleeve.	6. Direct him to lift his arm up and out of the sleeve; he may have to shake his arm slightly to remove his sleeve. Aid him if necessary by grasping his arm at elbow.	
Grasps end of sleeve with hand.	7. Guide him to grasp end of sleeve with hand.	
Pulls coat down and off arm.	8. He should then pull coat down and off arm.	
Repeats until consistently successful.	9. Repeat steps 3 through 8 until the student is consistently successful.	

Accession Number 53174

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53174
TITLE: PUTS COAT ON WITH ONE ARM RELEASED
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-08 Dressing/Undressing/Overcoats/Jackets

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Large, full-length mirror
	2. Place coat on one arm and shoulder leaving other arm free from coat.	Coat one size larger than what the student would normally wear
	3. Give student the command, "(name), put on your coat!"	
Moves arm around to his back and locates armhole.	4. Direct student to move his arm around to his back and locate the armhole.	
	5. If necessary guide his hand to the armhole.	
Puts hand into armhole; slides arm down through sleeve.	6. Instruct him to put his hand into the armhole and slide his arm down through the sleeve.	
Moves elbow up to lift coat to shoulders.	7. He should then move his elbow up to lift the coat to his shoulders.	
	8. If necessary aid the student in getting the coat on to his shoulders by manipulating his elbow into the correct positions.	
Repeats until consistently successful.	9. Repeat steps 3 through 8 until the student is consistently successful.	

Accession Number 53175

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53175
TITLE: PLACES ARMS THROUGH ARMHOLES
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-08 Dressing/Undressing/Overcoats/Jackets

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Large, full-length mirror
	2. Place coat on student with arm partially in armhole.	Coat one size larger than what the student would normally wear
	3. Give student the command, "(name), put on your coat!"	
Pushes hand and arm down through armhole into position.	4. Instruct student to push hand and arm down through armhole and into proper position.	
	5. If necessary aid student by grasping elbow and pushing arm down into position.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until the student is consistently successful.	

NLRC/P

Accession Number 53176

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53176
TITLE: PUTS ARM IN COAT WHILE HELD
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS
OF
EARNING OBJECTIVES: J9-08 Dressing/Undressing/Overcoat/Jacket

ONSIDERATIONS FROM EDITOR(S): Prerequisites:
Grasp.
Pincer grasp
Directs arm movements.
Directs hand movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of mirror.	Full-length mirror
	2. Hold coat making arm hole visible.	Coat one size larger than what the student would normally wear
	3. Give student the command, "(name), put on your coat!"	
Brings arm up and places through sleeve while coat is held.	4. Instruct student to bring arm up and place through sleeve while instructor is holding coat.	
	5. When student has arm through sleeve, let go of coat and let him do the rest himself.	
Brings other arm around and locates armhole and slides arm through sleeve into proper position.	6. He should bring his other arm around, and with his hand locate armhole and slide arm through sleeve into proper position.	
	7. He should then lift his elbow up and out to bring the coat to his shoulder.	
	8. Repeat steps 3 through 7 until the student is consistently successful.	

Accession Number 53177

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53177
TITLE: PUTS COAT ON INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-08 Dressing/Undressing/Overcoats/Jackets

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Stands in front of mirror.	1. Stand student in front of full-length mirror.	Full-length mirror
	2. Hand student coat. It should be held above armhole.	Coat one size larger than what the student would normally wear
	3. Give student the command, "(name), put on your coat!"	
Brings arm up and places through sleeve while sliding coat up to shoulder with other hand.	4. Instruct student to bring arm up and place it through sleeve, while sliding the coat up to the shoulder with the other hand.	
Brings other arm around and locates armhole; slides arm through sleeve into proper position.	5. When arm is in proper position and coat is on one shoulder, he should bring his other arm around and with his hand locate armhole and slide arm through sleeve into proper position.	
Lifts elbow up and out to bring coat to shoulder.	6. He should then lift his elbow up and out to bring the coat to his shoulder.	
Repeat until consistently successful.	7. Repeat steps 3 through 6 until the student is consistently successful.	

Accession Number 53178

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53178
TITLE: UNSNAPS PANTS WITH HANDS POSITIONED
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

ONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can pull with both hands simultaneously while in pincer grasp position.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for adult that brings him to eye level with student
Places (with assistance) hands in proper position.	3. Place pants that snap at waist on student. Snap should be fastened.	
	4. Give student the command, "(name), unsnap your pants!"	Pants with large snap at waist band
Pulls right side of pants with right hand toward him while pulling left side of pants with left hand away from him.	5. Position student's hand on left side of pants with a pincer grasp. Thumb on inside and index finger on the outside. Right hand should be positioned on the right side of the pants. Thumb on inside and index finger on the outside on top of snap. Use hand over hand method if necessary.	
	6. Direct the student to pull the right side of the pants with right hand toward him while pulling left side of pants with left hand away from him. Use hand over hand method, if necessary.	
Repeats until consistently successful.	7. Repeat steps 4,5,6 until student is consistently successful.	

Accession Number 53179

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53179
TITLE: UNSNAPS PANTS INDEPENDENTLY
AUTHOR(S). D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Pincer grasp.
Directs hand movements.
Directs arm movements.
Can pull with both hands simultaneously while in pincer grasp position.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate for student's size
	2. Sit on chair.	
	3. Place pants with snaps on student. Snap should be fastened.	Chair for adult that brings him to eye level with student
	4. Give student the command, "(name), unsnap your pants!"	
Positions right hand in pincer grasp on right side of pants and left hand in same manner on left side.	5. Direct student to position right hand in a pincer grasp on right side of pants and left hand in same manner on left side of pants.	Pants with large snap at waistband
Pulls right side of the pants with right hand toward him by pulling left side with left hand away from him.	6. He should then pull the right side of the pants with his right hand toward him by pulling the left side of the pants with the left hand away from him.	
Repeats until consistently successful.	7. Repeat steps 4,5,6 until the student is consistently successful.	

Accession Number 53180

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53180
TITLE: SNAPS PANTS WITH ASSISTANCE
AUTHOR(S): D. Myers, M. Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can exert force with thumb, and index finger.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate for student's size
	2. Sit on chair.	
	3. Place pants that snap at waistband on student. Snap should be somewhat large.	Chair for adult that brings him to eye level with the student
	4. The snap should be unfastened, but top should be sitting on bottom.	Pants with some-what large snap at waistband
	5. Give student the command, "(name), snap your pants!"	
Pincer grasps left side of pants near the snap with left hand. Left thumb should be directly on snap of inside of pants. Right index finger should be on top of snap inside of pants.	6. Instruct right-handed student to pincer grasp the left side of the pants, near the snap with the left hand. Left thumb should be directly on the snap of the inside of the pants and pincer grasp. The right side of the pants with right hand. Right index finger should be on top of the snap on the inside of the pants.	
Holds left thumb and right hand steady while pushing snap together by exerting force with left index finger.	7. Direct the student to hold left thumb and right hand steady while pushing the snap together by exerting force with the left index finger. Use hand over hand method if necessary.	
Repeats until consistently successful.	8. Repeat steps 5,6,7 until the child is consistently successful.	

Accession Number: 53181

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53181
TITLE: SNAPS PANTS INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can exert force with thumb and index finger.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for adult that brings him to eye level with student
	3. Place pants that snap at waist band on student. Snap should be somewhat large.	
	4. Pants should be unfastened.	Pants with large snap at waist band
	5. Give student the command, "(name), snap your pants!"	
Uses pincer grasp on left side of pants near the snap with left hand.	6. Command student to pincer grasp the left side of the pants, near the snap with the left hand. Left thumb should be directly on the snap on the inside of the pants and pincer grasp the right side of the pants with the right hand, right index finger should be on top of the snap in the inside of the pants.	
Holds right side of pants, while bringing left side over to snap.	7. Direct the right-handed student to hold the right side of pants while bringing left side of pants over to and on top of snap.	
Pushes snap together.	8. Instruct him to hold right thumb and right hand steady while pushing snap together by exerting force with left index finger.	
Repeats steps until successful.	9. Repeat steps 5 through 8 until the student is consistently successful.	

Accession Number 53182

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53182
TITLE: UNZIPS COAT FROM QUARTER OF WAY DOWN
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Unzip jacket three-fourths of the way.	
	3. Give student the command, "(name), unzip your jacket!"	
Uses pincer grasp with hand tab of zipper. With other hand, grasps coat near zipper holding it steady.	4. Direct student to pincer grasp with hand tab of zipper. His other hand should be grasping the coat near the zipper holding it steady, Use a hand over hand method if necessary.	
Pulls tab down toward waist; lifts zipper out of slot with hand.	5. Instruct the student to pull tab down toward waist and then lift end of zipper out of slot with hand. Use hand over hand method of instruction if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until the student is consistently successful.	

Accession Number 53183

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53183
TITLE: UNZIPS COAT FROM HALF WAY DOWN
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

ONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Unzip jacket one half of the way.	
	3. Give student the command, "(name), unzip your jacket!"	
Pincer grasps with hand tab of zipper; other hand shoulc be grasping coat near zipper holding it steady.	4. Direct student to pincer grasp with hand tab of zipper, his other hand tab of zipper, his other hand should be grasping the coat near the zipper holding it steady. Use a hand over hand method of instruction, if necessary.	
Pulls tab down toward waist and lifts end of zipper out of slot with hand.	5. Instruct student to pull tab down toward waist and then lift end of zipper out of slot with hand. Use hand over hand method of instruction, if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53184

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53184
TITLE: UNZIPS COAT INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Leave jacket zipped up.	
	3. Give student the command, "(name), unzip your jacket!"	
Pincer grasps tab of zipper, other hand grasping coat near zipper holding it steady.	4. Direct student to pincer grasp tab of zipper. His other hand should be grasping the coat near the zipper holding it steady.	
Pulls tab down with hand while other is holding coat steady.	5. Instruct student to pull tab down with hand while the other is holding the coat steady.	
Picks up side of zipper that the straight end is on and lifts it out of the zipper slot.	6. While his hand is grasping the zipper tab steady, the student with the other hand should pick up the side of the zipper that the straight end is on and lift it out of the zipper slot.	
Repeats until consistently successful.	7. Repeat steps 3 through 6 until the student is consistently successful.	

Accession Number 53185

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53185
TITLE: ZIPS COAT QUARTER OF THE WAY UP
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Zip the jacket three-fourths of the way up.	
	3. Give student the command, "(name), zip your jacket!"	
Pincer grasps hand tab and zipper; other hand grasping the coat near zipper holding it steady.	4. Direct student to pincer grasp with hand tab and zipper. His other hand should be grasping the coat near the zipper holding it steady. Use a hand over hand method, if necessary.	
Pulls tab up toward neck with hand; other hand holding coat steady.	5. Instruct student to pull tab up toward neck with hand while other is holding coat steady. Use hand over hand method, if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53186

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53186
TITLE: ZIPS COAT FROM HALFWAY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Zip the jacket zipper on-half of the way up.	
	3. Give student the command, "(name), zip your coat!"	
Pincer grasps tab of zipper; other hand grasping coat near zipper holding it steady.	4. Direct student to pincer grasp with hand, tab of zipper. His other hand should be grasping the coat near the zipper holding it steady. Use hand over hand method if necessary.	
Pulls tab up toward neck with hand; other hand holding coat steady.	5. Instruct student to pull tab up toward neck with hand while other is holding coat steady. Use a hand over hand method if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53187

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53187
TITLE: ZIPS COAT THREE QUARTERS OF THE WAY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Zip the jacket zipper on-fourth of the way up.	
	3. Give student the command, "(name), zip your coat!"	
Pincer grasps tab of zipper; other hand grasping coat near zipper holding it steady.	4. Direct student to pincer grasp with hand, tab of zipper; his other hand should be grasping the coat near the zipper holding it steady. Use a hand over hand method of instruction if necessary.	
Pulls tab up toward neck with hand; other hand holding coat steady.	5. Instruct student to pull tab up toward his neck with hand, while other is holding coat steady. Use hand over hand method, if necessary.	
Repeats until consistently successful.	6. Repeat steps 3,4,5 until student is consistently successful.	

Accession Number 53188

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53188
TITLE: ZIPS COAT INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Grasp.
Pincer grasp.
Directs arm movements.
Directs hand movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Place jacket with large zipper on student.	Coat with large zipper and large tab
	2. Leave zipper unattached.	
	3. Give student the command, "(name), zip your coat!"	
Holds side of jacket with one hand; picks up other side of jacket with other hand and places end of zipper in zipper slot.	4. Direct student to hold side of jacket with one hand while he picks up the other side of the jacket with his other hand and places end of zipper in zipper slot.	
Grasps tab with hand and side of coat with other hand. Pulls tabs up to neck with hand while holding coat steady with other hand.	5. He should then be instructed to grasp tab with hand and side of coat with other hand.	
	6. Instruct him to pull the tab up to his neck with his hand while holding the coat steady with the other hand.	
Repeats until consistently successful.	7. Repeat steps 3 through 6 until student is consistently successful.	

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53189
TITLE: UNBUTTONS SHIRT ONE QUARTER WAY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can alternate pincer grasp to left and right hand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for adult that brings him to eye level with student
	3. Place shirt with large buttons on right side of student.	
	4. Work on middle button with student. This is easily accessible to him.	Shirt with large buttons and button holes; buttons should be on right side of shirt.
	5. Unbutton the middle button three-fourths of the way, leaving one-fourth of the button in the button hole.	
	6. Give the student the command, "(name) unbutton your shirt!"	
Grasp both sides of button in a pincer grasp.	7. Instruct student to grasp both sides of the button in a pincer grasp.	
Pushes button with right hand while pulling with left hand.	8. He should be directed to push the button with the right hand (in the pincer grasp position) while pulling with the left hand (also in a pincer grasp).	
Repeats until significantly successful.	9. Repeat steps 6,7,8 until the student is consistently successful.	

Accession Number 53190

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53190
TITLE: UNBUTTONS SHIRT ONE HALF WAY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

ONSIDERATIONS FROM EDITOR(S): Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can alternate pincer grasp to left and right hand.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for adult that brings him to eye level with student
	3. Place shirt that buttons on right side of student.	
	4. Work on middle button with student - this is easily accessible to him.	Shirt with large buttons on right side
	5. Unbutton the middle button one-half of the way leaving haof of button in the button hole.	
	6. Give the student the command, "(name), unbutton your shirt!"	
Grasps both sides of buttons in pincer grasp.	7. Instruct student to grasp both sides of the button in the pincer grasp.	
Pushes button with right hand while pulling with left hand.	8. He should then be directed to push the button with the right hand (in a pincer grasp position) while pulling with the left (also in a pincer grasp position).	
Repeats until consistently successful.	9. Repeat steps 6,7,8 until student is consistently successful.	

NLRC/P

Accession Number 53191

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53191
TITLE: UNBUTTONS INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can alternate pincer grasp to left and right hand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	
	3. Place shirt with large button holes on right side of student.	Chair for adult that brings him to eye level with student
	4. Work on middle button with student - this is easily accessible to him.	Shirt with large buttons on right side
	5. Leave middle button buttoned.	
	6. Give the student the command, "(name), unbutton your shirt!"	
Grasps button in pincer grasp with right hand while grasping left side of the shirt near button hole with left hand in a pincer grasp.	7. Instruct student to grasp the button in a pincer grasp with the right hand while grasping left side of the shirt near button hole with left hand in a pincer grasp.	
Picks up button with left hand and pushes through button hole when button is half way through shirt. Moves right hand to button and pulls rest of the way using a pincer.	8. Direct student to pick up button with left hand and push through button hole when button is half of the way through student's shirt. Move right hand to button and pull the rest of the way through using a pincer grasp.	
Repeats until consistently successful.	9. Repeat steps 6,7,8 until the student is consistently successful.	

Accession Number 53192

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53192
TITLE: BUTTONS SHIRT FROM THREE QUARTER POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasps.
Directs arm movements.
Directs hand movements.
Can alternate pincer grasp to left and right hand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate for student's size
	2. Sit on chair.	
	3. Place shirt with large buttons on right side on student.	Chair for adult that brings him to eye level with student.
	4. Work on middle button with student. This is easily accessible to him.	
	5. Button middle button three-fourths of the way leaving a fourth of the button out of the button hole.	Shirt with somewhat large buttons on right side
	6. Give student the command, "(name), button your shirt!"	
Pincer grasps button with right hand and pincer grasps shirt near button hole with left hand.	7. Instruct student to pincer grasp button with right hand and pincer grasp shirt near button hole with left hand.	
Pushes button through button hole with right hand.	8. Direct him to push the button through the button hole with the right hand. Use hand over hand method if necessary.	
Repeats until consistently successful.	9. Repeat steps 5 through 8 until the student is ocnsistently successful.	

Accession Number 53193

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53193
TITLE: BUTTONS SHIRT FROM ONE HALF POSITION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can alternate pincer grasp to left and right hand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate to student's size
	2. Sit on chair.	
	3. Place shirt with large buttons on right side on student.	Chair for adult that brings him to eye level with student
	4. Work on middle button with student. This is easily accessible to him.	Shirt with large buttons and button holes. Buttons should be on right side of shirt.
	5. Button middle button one half way.	
	6. Give student the command, "(name), button your shirt!"	
Pincer grasps button with right hand and with left hand pincer grasps shirt near button hole.	7. Instruct student to pincer grasp button with right hand and with left hand pincer grasp shirt near button hole.	
Pushes button through button hole with right hand.	8. Direct him to push the button through the button hole with the right hand. Use hand over hand method if necessary.	
Repeats until consistently successful.	9. Repeat steps 5 through 8 until the student is consistently successful.	

Accession Number 53194

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53194
TITLE: BUTTONS SHIRT INDEPENDENTLY
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, snaps, zippers

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Pincer grasp.
Directs arm movements.
Directs hand movements.
Can alternate pincer grasp to left and right hand.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	Chair for adult that brings him to eye level with student
	3. Place shirt with large buttons on right side on student.	Shirt with large buttons and buttonholes. Buttons should be on right side of shirt
	4. Work on middle button with student; this is easily accessible to him.	
	5. Leave middle button completely unbuttoned.	
	6. Give student the command, "(name), button your shirt!"	
Pincer grasps button with right hand and side shirt by buttonhole with left hand.	7. Instruct student to pincer grasp button with right hand and side of shirt by buttonhole with left hand.	
Pushes button half way through buttonhole with right hand and grasps it with left hand in pincer grasp and pulls in rest of way through.	8. Direct him to push button half way through buttonhole with right hand and then grasp it with left hand in pincer grasp and then pull it the rest of the way through and into proper position.	
Repeats until consistently successful.	9. Repeat steps 5 through 8 until the student is consistently successful.	

Accession Number 53195

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53195
TITLE: ATTENDS TO SPEAKING ADULT
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-02 Social Interaction/Others/Awareness of others

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Hearing is adequate.
Sight is adequate.
Directs head movement.
Directs eye movement.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Initiate work with student in a room free of distractions.	Chair appropriate size for student
Sits or lies opposite implementer.	2. If student is able to sit, place him on a small chair and sit opposite him. If he is not able to sit, lay him on his back and stand over him.	Chair for adult that brings him to eye level with student
	3. Give the student the command, "(name), look at me!"	Appropriate reward
Responds to command, "Look at me."	4. Repeat this several times. Reward the student each time he looks at you.	
Responds to command at increasing distance from implementer.	5. Initially work face to face with student, but gradually move farther away from him, demanding more attention each time he is given the command.	

Accession Number 53196

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53196
TITLE: TONGUE EXTENSION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-16 Speech and Language Development/Tongue Control

CONSIDERATIONS FROM EDITOR(S):
Prerequisites:
Sight is adequate.
Opens and closes mouth voluntarily.
Responds to taste stimulation.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair using support if necessary.	Chair appropriate size for student
	2. Secure a tongue depressor and put a small amount of pudding or food on the end.	Tongue depressors Pudding
Taste small taste of food.	3. Give the student a small taste of the food.	
Obtains food by extending tongue.	4. Hold tongue depressor with food near the student's mouth. Food should be near enough to be obtained by extending the tongue.	
Repeats until tongue extension is constantly achieved.	5. Repeat the task several times until tongue extension is constantly achieved.	

Accession Number 53197

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53197
TITLE: TONGUE MOVEMENT USING FOOD
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-16 Speech and Language Development/Tongue Control

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Opens and closes mouth voluntarily.
Directs tongue movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair using support if necessary.	Chair appropriate size for student
Accepts sugar-coated cereal between lower front teeth and lower lip.	2. Take a piece of sugar coated cereal and place it in the student's mouth between lower front teeth and lower lip.	Mirror - hand or wall Sugar coated cereal
Looks into mirror.	3. Hand student a mirror or place his chair so that he is sitting in front of a mirror.	
Observes demonstration of removing cereal with tip of tongue.	4. Standing behind the student, focus the mirror so he can see the instructor demonstrate the task of removing a piece of cereal with the tip of the tongue.	
	5. If he does not respond to your demonstration, touch the tip of his tongue with your finger. He will bring it down in response to the touch.	
Repeats exercise often until adequate manipulating of tongue.	6. Repeat the exercise often until the student becomes adequate in manipulating his tongue.	

Accession Number 53198

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53198
TITLE: TONGUE MOVEMENT USING FOOD
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-16 Speech and Language Development/Tongue Control

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Opens and closes mouth voluntarily.
Directs tongue movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Place the student in a sitting position; support him if necessary.	Chair appropraite size for student
	2. Secure a tongue depressor and place peanut butter on the end of it.	Tongue depressor Peanut butter
Accepts peanut butter inside mouth on either cheek	3. With the tongue depressor place the peanut butter inside the student's mouth on either the right or left cheek.	
Manipulates tongue to his cheek.	4. If student does not try to remove the peanut butter by manipulating his tongue to his cheek, assist him by guiding the tongue with the tongue depressor.	
	5. To guide the tongue, simply touch it with the tongue depressor on the side that is opposite the way you want it to go.	
Initiates tongue movement.	6. Assist the student with the tongue depressor until he initiates the movement on his own.	

Accession Number 5. 99

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53199
TITLE: JAW AND TONGUE MOBILITY
AUTHOR(S): D.Myers, M.Sinco, E.Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P.Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-16 Speech and Language Development/Tongue Control

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Opens and closes mouth voluntarily.
Directs tongue movements.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in chair.	1. Sit student on chair using support if necessary.	Chair appropri- size for student
Accepts peanut butter or jelly around perimeter of the lips.	2. With tongue depressor or index finger, spread a moderate amount of peanut butter or jelly around the outer perimeter of the lips.	Mirror - hand or wall Peanut butter
	3. Place him in front of a mirror.	Jelly
Observes demonstration of tongue action.	4. Standing behind the student, demonstrate by doing the action that you want him to stretch his tongue out and lick the peanut butter or jelly off the outside of the lips.	Tongue depressor
	5. If he does not imitate your motion, you may stimulate him to bring his tongue out of his mouth by touching it with a tongue depressor or by giving him a small taste of what is around his mouth.	
Moves tongue around outside of lips; developing mobility of the tongue.	6. Encourage him to move his tongue all around the outside of the lips, thus developing the mobility of the tongue.	

Accession Number 53200

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53200
TITLE: VERBAL RESPONSE TO STIMULATION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S: P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-12 Speech and Language Development/Sound Making/Articulation

CONSIDERATIONS FROM EDITOR(S):
Sense to be stimulated is physically intact (such as hearing, sight, feeling).
Makes cooing or babbling sounds. Can voluntarily make sounds.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Coos, babbles, or laughs upon stimulation of bell ringing.	1. Gather objects that stimulate the senses such as bells, flashlights, and brushes. 2. Position student, in most appropriate manner for desired stimulation activity. 3. Take a bell and ring it near the student's ear; talk to him and laugh out loud while doing it. 4. If the student coos, babbles or laughs when being stimulated, reward him. 5. It may be necessary to try a few activities before you find one that the student really enjoys. 6. Stimulation such as brushing or rubbing the student's body may prove to be just as exciting to him.	Chair appropriate size for student Materials for stimulation such as: Bell flashlight brush

Accession Number 53201

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53201
TITLE: GESTURE IMITATION
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Directs arm and hand movements.
Babbles several sounds.
Attends to and turns to spoken voices.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. Begin to build a repertoire of communication by gesturing to the student to communicate everyday activities, bye, bye and hi.	Chair appropriate size for student
	2. Whenever the opportunity arises, such as leaving the student, gesture and say bye, bye.	Chair for adult that brings him to eye level with the instructor
	3. Reward the student for every attempt to gesture or verbalize a need.	Baby doll or any other image that the student may be able to verbalize the sound of
Attempts to gesture or verbalize a need.	4. An important task on the part of the instructor is to observe carefully any movement that the student makes consistently when an activity occurs, and then make this movement during the same activity while verbalizing the appropriate word.	

Accession Number 53202

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53202
TITLE: IMITATES SOUNDS
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-11 Speech and Language Development/Sound Imitation

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Attends to adult.
Reacts to noises.
Vocalizes sounds.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on chair.	1. Sit student on chair.	Chair appropriate size for student
	2. Sit on chair.	
	3. While holding a baby doll or some other familiar object, repeat the word baby or other appropriate names several times. While repeating, show the object to the student.	Chair for adult that brings him to eye level with the student
Makes approximation of words in response to stimulation.	4. Reward the student appropriately for an approximation of the word.	Baby doll or any other image that the student may be able to verbalize the sound of
	5. When the student makes an attempt at the word, try and build a communication repertoire with him, by repeating the sounds that he made and then rewarding him if he makes it back.	
	6. By doing this you are building communications with him.	

Accession Number 53203

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53203
TITLE: RESPONDS TO VERBAL COMMANDS
AUTHOR(S): D. Myers, M. Sinco, E. Stalma
SOURCE: Northeastern Educational Intermediate Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E4-08 Speech and Language Development/Receptive Language

CONSIDERATIONS FROM EDITOR(S): Prerequisites:
Vision is adequate. Hearing is adequate.
Directs body movements. Attends to adult.
Vocalizes voluntarily.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	1. The object of this exercise is to build, by imitation, the student's response to gestures and verbalizations. This can be done while working with two or three students If working with more than one student, make sure that they are congenial and not distracting to each other.	Chair appropriat size for student Chair for adult
	2. Sit with the students and make sure that all students can see you.	
Attends to implementer	3. Begin by requesting that the students attend to you. Reward each student who attends to you. Ignore those who do not attend.	
	4. When you have each student's attention, begin a do this game.	
Imitates tasks such as waving.	5. Start the game with a simple gesture such as a wave and the command, "(name), do this!" Reward each student who imitates the task. Repeat the command and gesture.	
Becomes consistently successful.	6. When each student has successfully imitated the gesture begin to use other gestures. Repeat until the student is consistently successful.	

NLRC/P

Accession Number 53203

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Repeats simple verbalization.	7. Next, begin to work on verbalizations by starting with simple words such as ma, ma. Give the command "(name), say ma, ma!" Repeat until the student is consistently successful.	
	8. Reward each verbalization made by the student. Add words to increase the student's verbalization.	

Accession Number 53204

NLRC/P

SFR-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53204
TITLE. MULTIPLICATION AND DIVISION EQUATIONS
AUTHOR(S): P. Miller
SOURCE. Suburban Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F4-03 Multiplication Facts
F5-02 Division Facts

CONSIDERATIONS FROM EDITOR(S):
1. Student should know his multiplication tables.
2. Student should be familiar with the process of multiplication and division.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Lay out 5 jar lids with 4 buttons in each lid.	Paper
Writes a multiplication and division equation for each problem presented by the teacher.	Have the student write a multiplication and division equation for the sets.	Pencil Jar lids Buttons
	Using the 9 jar lids and 50 buttons, give the student 9 more examples and have him write a multiplication and division equation for each example.	

Accession Number 53210

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53210
TITLE: SEQUENCING EVENTS - READING LEVEL - 2
AUTHOR(S): C. Standish ID #65
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D3-14 Comprehension/Sequence of Events or Ideas

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads stories silently matches sentences from each story with title of story.	Using a series of Monster Books prompt student to read each story silently.	Monster Books Pbl. Bowmar. Monster and the Magic Umbrella
Discusses story sequence orally.	Type five sentences from each story onto another sheet. Put the numbers 1-5 down the side of the page. Prompt the student to match the sentences to the numbers, sequencing the stories.	Monster Cleans House Monster Finds a Friend
	Discuss answers with student.	Monster Finds a House

NLRC/P

Accession Number 53211

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53211
TITLE: PICTURE/WORD FLASH CARDS
AUTHOR(S): C. Standish ID#65
SOURCE: Suburban Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D5-17 Vocabulary Development/Word Picture Matching
D5-13 Vocabulary Development/ Vocabulary Sight Words

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Use index cards to illustrate a word and a picture which demonstrates the word.	Index cards
Observes flash cards. Recognizes words with aid of picture.	Use as flash cards until student is able to recognize the words without picture cues. (cover picture).	
Reads words in simple sentences.	Encourage student to read word in simple sentences.	

NLRC/P

Accession Number 53212

SERLARS Report # 3
Instructional Methods

ACCESSION NUMBER 53212
TITLE BUILDING SENTENCES BY WORD ARRANGEMENT
AUTHOR(S) J. Cook ID#14
SOURCE Suburban Unit
[illegible] P. S eger, CCSU #15

[illegible] DESCRIPTORS OR DEFINING OBJECTIVES

EI 22 English Grammar and Composition/ entence Structure, Building.

CONSIDERATIONS FROM EDITOR(S)

[illegible] STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Reads a four word sentence	Encourage student to read a four word sentence written on a strip of paper	Paper
Cuts sentence apart between each word.	Have student cut the sentence apart between all words. Scramble the order of the words.	
Arranges scrambled words into correct sentence order. Pastes correctly arranged words onto larger sheet of paper.	Prompt student to rearrange the words into correct sentence order. Have student paste sentence on a larger sheet of paper.	
Constructs sentences.	Repeat procedure with another sentence.	
	Variations: 1. Increase sentence length as student becomes proficient with shorter sentences. 2. Do not paste sentences on sheet of paper; save and clip words together , student assembles sentences independently at later date. 3. Student copies assembled sentence on paper.	

Accession Number 53213

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER:	53213
TITLE:	ATTENDS CLASS ON TIME
AUTHOR(S):	S. Rosenberg ID#23
SOURCE:	Middle Urban Unit
EDITOR(S	P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-08 Social Interaction/Others/Relationship to School

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Agrees to contract and procedures. Arrives to class on time. Demonstrates ability to attend class on time.	Employ the attached Contract as a model and develop a contract to motivate the student to attend all or any class punctually. When student arrives to class on time, he receives an agreed amount of points (ex. 5 points per class). At the end of a day, if student receives the agreed amount of points (ex. 30 pts.) reward by permitting student a special activity. (ex. playing in the gym for 15 minutes before class time). At the end of a week, if he receives the agreed amount of points (ex. 14 pts.) he gets a reward. Create a chart for the student to chart his own progress. Check chart daily to determine reward.	

Method Number 53213

CONTRACT

I, (Student's Name), agree to come to all my classrooms everyday. Coming on time means coming into the room with the rest of the class.

For coming on time to each classroom, I will receive____points from my teacher. If I can collect____points by the end of the day, I will be permitted to play in the gym for 15 minutes or until time to report to my first class on time.

If I can collect____points by the end of the week, I will receive a reward from (teacher). This reward shall be determined by (teacher), and myself before signing the contract.

Student's Name

Teacher's Name

Witness

Date

NLRC/P

Accession Number 53214

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53214
TITLE: IDENTIFIES CAPITAL LETTERS WITH SCRABBLE GAME
AUTHOR(S): N. Baldwin ID#34
SOURCE: Rural Unit
EDITOR/S P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: DI-20 Readiness/Letter Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Chooses Scrabble block and names letter. Demonstrates ability to name capital letters upon presentation.	Use Scrabble letter blocks for this method. Turn each block face down and ask students to choose one in turn and correctly name the letter. Student keeps each block that he names correctly. Winner is the student with the most blocks. Reinforce by coloring in a square on a chart to record answers.	Scrabble Pbl. Selchow & Richter Company

Accession Number 53215

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53215
TITLE: BUILDING SENTENCES AND COMPOSITIONS
AUTHOR(S): R. Gross ID#19
SOURCE: Suburban Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E1-18 English Grammar and Composition/Punctuation/Abbre.
E1-22 English Grammar and Composition/Sentence Structure, Building

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Watches film strip	Prompt student to watch Karting Film Strip.	Karting Film Strip Publ. Bowmar
Reads book independently. Writes composition relative to the story read.	Encourage student to read Karting Book independently. Afterwards assign a composition to be written about Karting.	Karting Book Publ. Bowmar
Corrects composition with assistance. Rewrites corrected composition.	Correct any errors with the student and then prompt the student to rewrite the corrected composition.	
Draws picture for composition.	Encourage student to draw a picture to accompany his story.	

Accession Number 53216

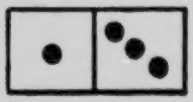
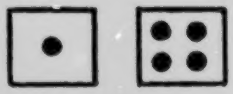
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53216
TITLE: ADDING DOTS ON DOMINOES AND DIE
AUTHOR(S): H. Scott
SOURCE: Suburban Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-00 Addition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes dominoes. Adds dots on dominoes.	Use dominoes as perception cards. Show student the dominoes and prompt the student to add the dots. e.g.  1+3=4	Dominoes Die
Throws die and adds dots that face up after roll. Demonstrates ability to add.	In the same manner use die as "Numero Cubes" game. Several students can be involved. Prompt the student to throw die. The total shown equals the score for that throw. The student is required to add dots on die to find total of throw. The winner is determined by the highest total after ten throws. e.g.  SCORE = 5	

Accession Number 53217

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53217
TITLE: RESPONDING TO COMMAND, "COME HERE."
AUTHOR(S): Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
[illegible] J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: M2-03 Social Interaction Directions

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Show student the crackers.	Crackers with peanutbutter
Comes to implementer in response to command, "Come here, ________."	Stand 10 feet from student and say, "Come here, _______." Prompt student to come in wheelchair or on posterior. Reinforce successful performance with crackers.	

Accession Number 53219

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53219
TITLE: ROLLING OVER
AUTHOR(S): H. Netting, Unit 53, ID#03
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITORS: J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student on back on mat.	Large area mat
From lying on back, rolls onto right side.	Say "Roll over" and assist student in rolling onto right side by placing right hand under head, left hand under his hips and gently rolling him over.	

Accession Number 53220

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53220
TITLE: GRASPING AN OBJECT WITH ASSISTANCE
AUTHOR(S): S. Wenrich, Unit 53, ID#04
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps object with assistance	Attempt to close student's fingers around foam tubing or texture tubes to produce grasping motion. Use feather duster to tickle extremities to stimulate closing motion.	Foam tubing or Texture tubes Feather duster

Accession Number 53221

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53221
TITLE: LOOKING AT NOISE-MAKING OBJECT
AUTHOR(S): B. Schnure, Unit 53, ID#05
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR/S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-02 Visual Attention Span
A1-14 Auditory Visual Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes noise with toy and looks at it simultaneously	Encourage student to make noise with object and look at it simultaneously. Reward successful performance; take away toy when he does not look at it.	Squeeze toys Drums Bells Blocks Tin Can

Accession Number 53222

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53222
TITLE: REMOVING PEG FROM PEG BOARD AND MAKING HOLES IN PLAY DOH WITH FINGER
AUTHOR(S): C. Mullany, Unit 53, ID#06
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes peg from board on command and throws peg into metal or plastic container	Prompt student to remove peg from board on command. Allow him to throw peg into metal or plastic container for reinforcement. Work to increase number of times he removes the peg in 10 minute period.	Peg board with peg Metal bucket Plastic bowl
Makes small holes in play doh with finger.	Push student's finger into Play Doh and reinforce him when he removes his finger. Prompt him to perform task independently.	Play Doh
Removes finger from play doh independently.		

Accession Number 53222

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53222
TITLE: REMOVING PEG FROM PEG BOARD AND MAKING HOLES IN PLAY DOH WITH FINGER
AUTHOR(S): C. Mullany, Unit 53, ID#06
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes peg from board on command and throws peg into metal or plastic container	Prompt student to remove peg from board on command. Allow him to throw peg into metal or plastic container for reinforcement. Work to increase number of times he removes the peg in 10 minute period.	Peg board with peg Metal bucket Plastic bowl
Makes small holes in play doh with finger.	Push student's finger into Play Doh and reinforce him when he removes his finger. Prompt him to perform task independently.	Play Doh
Removes finger from play doh independently.		

Accession Number [illegible]

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53223
TITLE: ROLLING OVER IN BARREL
AUTHOR(S): P. Dambrosia, Unit 53, ID#08
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-14 Gross Motor/Body Roll

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls over with help from barrel motion.	Place student in the barrel in the prone position. Rock the barrel slowly so that he gets the rolling motion. Gradually tilt the barrel more until student attempts to push himself over. Hold barrel so that student is on an incline and can push himself over. Reinforce successful performance with praise.	Carpeted b

Accession Number 53224

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53224
TITLE: LOOKING ON COMMAND
AUTHOR(S): H. Netting, Unit 53, ID#03
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Secure student by strap around torso to relaxation chair.	Relaxation chair
Looks at implementer on command.	Sit in front of student, look at him, and say "Look at me, NAME " tapping gently on knee, arm, or head.	Straight back chair
	Reinforce successful performance.	

Accession Number 53225

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53225
TITLE: GRASPING, HOLDING, AND RETURNING BALL
AUTHOR(S): H. Netting, Unit 53, ID#03
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Grasps ball with assistance from implementer	With student in relaxation chair, place ball in right hand, assisting him in closing fingers around it. Say, "Hold it, (student's name), hold it,".	Rug yarn ball (6" diameter) Relaxation chair
Takes ball, holds it, and returns it to implementer unassisted.	Encourage student to eventually take ball from implementer's hand, hold it, and then return it to implementer.	

Accession Number 53226

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53326
TITLE: KEEPING HANDS OUT OF MOUTH
AUTHOR(S): Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M2-12 Social Interaction/Social Behavior

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Keeps hands out of mouth while manipulating materials for increasing periods of time.	Keep student's hands out of mouth by using various interesting materials. Try to increase time that hands are out of mouth to 15 minutes.	Foam Rubber Rag doll Ice cubes Play doh Bubbles Music Finger paints Mirror Lollipops

Accession Number 53227

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53227
TITLE: REACHING FOR AND GRASPING AN OBJECT
AUTHOR(S): G. Wildsmith, Unit 53, ID#09
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-02 Auditory Attention Span
A2-02 Visual Attention Span
11-13 Gross Motor/Reach
12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attends to puppet.	Use puppet initially to gain student's attention.	Foam rubber bell device (teacher made)
Grasps foam device.	Use foam device for auditory/visual/tactile stimulation, encouraging student to reach for and grasp object.	Puppet

Accession Number 53228

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53228
TITLE: GRASPING SMALL OBJECTS
AUTHOR(S): G. Cleck, Unit 53, ID#10
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Notices own hands with assistance.	Play "Pat-A-Cake" or use other means to call attention to student's own hands.	Foam rubber sponge
Bends fingers into fist and releases with assistance.	Force student to bend his fingers into a fist-release and straighten exercise. Repeat.	Squeeze toys Rattles and small toys.
Repeats when palm is tickled.	Tickle palm of his hand to prompt him to close his fingers himself.	
Squeezes sponge with assistance.	Place foam rubber or sponge in student's hand and force him to bend his fingers in a squeezing motion. Repeat.	
Repeats with other squeeze toys.	Repeat with less flexible material (squeeze toys).	

NLRC/P

Accession Number 53229

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53229
TITLE: GRASPING WALKING DEVICE AND WALKING WITH IT
AUTHOR(S): C. Cribbs, Unit 53, ID#11
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): P. Seeger CCSU#15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-02 Fine Motor/Grasping
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Gets feel of toy and squeezes it with assistance.	Let student get the feel of toy and work on "squeeze" around sponge.	Toy telephone receiver Tubular sponge Gripper walking device (teacher made materials).
Squeezes sponge with assistance.	Take student's hand and "squeeze" around sponge.	
Holds walking device with assistance if necessary.	Encourage student to hold walking device, molding hands if necessary. Hold ends for added support.	
Walks 50 feet while grasping device.	Prompt student to walk 50 feet while grasping device which is held at ends by implementer.	

Accession Number 53230

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53230
TITLE: GRASPING OBJECTS WHEN GIVEN RESISTANCE.
AUTHOR(S): Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR/S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 12-02 Fine Motor/Grasping

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Massage student's right arm to stimulate movement.	Rubber pretzel Partially inflated oblong balloon Foam rubber cylinder
Opens and closes hand in grasping motion with assistance.	Place hand over student's hand, opening and closing in a grasping motion. Reinforce successful performance.	
Repeats with pretzel in hand.	Place pretzel in student's hand and repeat above manual grasp exercise. Reinforce successful performance.	
Maintains grasp on pretzel when resistance is offered	Offer resistance to pretzel student is holding and prompt student to maintain grasp. Reinforce.	
	Repeat steps #3 and #4 with ballon and foam rubber cylinder. Reinforce successful performance.	

Accession Number 53231

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53231
TITLE: MOVING HEAD FROM SIDE TO SIDE
AUTHOR(S): T. Hartson, Unit 53, ID#12
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-09 Gross Motor/Head

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves head and neck from side to side with assistance.	Place student lying on his back. Put hands on sides of student's face and move his head and neck from side to side very slowly. Show student the bubbles, the Jack-in-a-Box and the drum to gain his interest.	Bubbles Jack-in-a-Box Drum
Moves head to side and holds it in that position for a period of 10 seconds when a stimulus is given.	Stand on right side of student with one of the materials. Call student's name and prompt him to turn his head. Reward successful completion of task by blowing bubbles, popping up the Jack-in-a-Box, or playing the drum.	

NLRC/P

Accession Number 5 32

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53232
TITLE: EXTENDING ARMS AND LEGS
AUTHOR(S): C. YonKonig, Unit 53, ID#13
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: II-25 Gross Motor/Extremities

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves arms straight forward as far as possible 20 times each with assistance.	Move student's arms straight forward [illegible] far as possible 20 times each.	[illegible]
Extends each leg 20 times as far as possible with assistance.	Place student in prone position, t[illegible] left leg to board to keep it static Extend right leg 20 times as far as possible. Repeat procedure for left	

NLRC/P

Accession Number 53234

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53234
TITLE: RAISING HEAD IN RESPONSE TO AUDITORY/VISUAL STIMULATION
AUTHOR(S): R. Russell Unit 53, ID#15
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-09 Gross Motor/Head
A1-02 Auditory Attention Span
A2-02 Visual Attention Span
A2-12 Visual Tracking/Pursuit/Fixation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
In seated position, raises head from chest in response to auditory and visual stimulation.	Move and shake toy horizontally over student's head, prompting him to raise his head from chest.	Shaker toy (teacher made) Mat
In prone position, raises head to see train.	Place student in prone position on mat. From a few feet away, activate train and prompt student to raise head to see train	Toy train (with toot)

NLRC/P

Accession Number 53235

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53235
TITLE:	USING SPOON TO FEED SELF
AUTHOR(S):	E. Condon, Unit 53, ID #17
SOURCE:	Summer Traineeship Program - Bloomsburg State College
[illegible]	J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: J2-15 Feeding/Eating/Utensil Use

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Strap student to chair.	Padded spoon
Eats while implementer feeds with spoon.	Feed student with spoon.	Straight back chair with tray attachment.
Uses spoon with assistance.	Guide student's hand with spoon from bowl to mouth.	Bowl of pudding
Eats with spoon unaided.	Prompt student to perform task independently.	Straps

Accession Number 53236

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53236
TITLE: REACHING FOR BELLS WITH RIGHT HAND FROM LYING POSITION
AUTHOR(S): Kilmer, Unit 53, ID#18
SOURCE: Summer Traineeship Program - Bloomsburg State College
[illegible] J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-13 Gross Motor/Reach

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Suspend wrist bells on crib 1/2" above right hand.	Wrist bells (Preston Co.)
Reaches for and plays with bells as they are gradually moved higher over a period of time.	Jingle bells to attract student's attention, prompting him to reach for them.	10" string
	Gradually move bells higher, half inches at a time, to increase range of movement of right arm.	

Accession Number 53237

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53237
TITLE:	LIFTING HEAD FROM PRONE POSITION IN RESPONSE TO AUDITORY STIMULI
AUTHOR(S):	Unit 53
SOURCE:	Summer Traineeship Program - Bloomsburg State College
EDITOR(S):	J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

13-01	Adaptive Physical Education/Blind
11-09	Gross Motor/Head
T2-03	Blind

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Lies in prone position with pillow under his chest.	Place student in prone position with pillow under his chest. Rub student's head and back and stroke his face softly.	Bells Tamboreen Small pillow
Lifts head in direction of sound made by objects manipulated just above his head.	Use noise making objects to stimulate student to lift head in direction of sound. Reward successful performance with head rubbing and auditory reinforcement.	

Accession Number 53238

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53238
TITLE: RECOGNIZING THE COLOR RED
AUTHOR(S): Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-03 Readiness/Color Concepts
D1-14 Readiness/Match
A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Answers, "Yes", when shown red stick and asked "Is it red?"	Hold up red stick and ask student, "What color is this? Is it red?". Prompt student to answer, "Yes".	Peabody Kits Sticks Plastic container
Drops token in plastic container	When correct response is given, give student one token and allow him to drop it inot plastic container.	Tokens
Points to red stick when asked "Which one is red?"	Hold up 2 sticks, one red and one another color and ask student, "Which one is red?". Reward correct answer with token as in Step #2.	
Matches red to red when asked "Which one is just like yours?".	Give student red stick. Hold up one red stick and one of another color and ask student, "Which one is just like yours?". Reward successful performance in same manner as above.	

Accession Number 53239

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53239
TITLE: BUTTONING BUTTONS ON SWEATER
AUTHOR(S): L. Brown, Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-02 Dressing/Undressing/Buttons, Snaps, Zippers

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls M & M through button hole.	Slip an M & M into buttonhole from inside. Prompt student to pull M & M through hole and eat it.	M & M's candy Shirt with extra large buttons
Pulls button which has been inserted 90% of way through button hole.	Asking student to button shirt, insert button 90% of way through button hole. Prompt student to pull it the rest of way through hole. Reward successful performance with M & M.	Student's sweater with buttons
Gradually learns to pull button completely through hole.	Continue process, each time increasing distance that student must pull button through hole.	
Inserts button in button hole and pulls through with guidance.	Guide student's hand in inserting button and prompt him to pull button through with other hand. Reinforce successful performance with M & M.	
	Continue process with implementer assisting less and less until student inserts button and pulls it through independently. Reinforce each success with M & M's.	
Buttons own sweater.	Repeat with student's own sweater.	

Accession Number 53240

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53240
TITLE: WALKING WITH LEFT HAND EXTENDED WITH ASSISTANCE
AUTHOR(S): Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
T2-03 Physically Oriented Handicaps/Blind
T2-05 Physically Oriented Handicaps/Deaf
11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

This method was created for a blind student.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Feels implementer's face, hands, and clothes.	Let student feel implementer's face, hands, and clothes to gain recognition and security.	
	Give student hugs and kisses to gain emotional rapport.	
Takes implementer's hand with right hand, and stands up.	Take student's right hand and guide him in getting up.	
	Guide student to walk with left hand extended in front of him and right hand holding implementer's hand.	
With left hand extended to feel objects and right hand holding implementer's hand, walks around room for increasing amounts of time.	Guide student to use left hand to feel objects in the room.	

Accession Number 53241

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53241
TITLE: WALKING USING TABLES FOR SUPPORT
AUTHOR(S): Unit 53
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-22 Gross Motor/Walk

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks in walker for 10 minutes.	Place student in walker, letting him walk for 10 minutes for initial exercise. Rest period and M & M reinforcer.	Cushioned "arm pit" support metal walker
Walks using two parallel tables for support.	Place student between two parallel tables with enough room in between for student to walk.	Two low, long rectangular tables
	Stand at opposite end of tables, coaxing student to come. Use social reinforcement and candy when student completes task.	M & M's
	Repeat, reversing direction, back and forth five times.	

Accession Number 53242

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53242
TITLE: GRASPING BELLS ON COMMAND
AUTHOR(S): H. DeSanto, Unit 53, ID#21
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-02 Fine Motor/Grasping
M2-03 Social Interaction/Directions

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds bells and shakes them for five seconds with assistance.	Close student's hand around the bells and guide his hand in shaking them for 5 seconds. Sounds of bells is reinforcer.	Bells
Repeats without assistance.	Phase out help, by giving less physical assistance each time.	
Grasps bells in response to a tap on the wrist and the command "Take the bells".	Prompt student to grasp the bells with a tap on the wrist and the command, "Take the bells."	
Grasps bells on command.	Prompt student to take the bells with only the command, "Take the bells."	

NLRC/P

Accession Number 53243

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53243
TITLE: STRENGTHENING LEG MUSCLES ON RIDING TOYS
AUTHOR(S): J. Norton, Unit 53, ID#01
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-16 Gross Motor/Self Support
11-17 Gross Motor/Sit
11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on "riding toys."	Prompt student to sit on various "riding toys" and reward successful performance.	Riding toys a. Marx mini-trike b. pony on 4 wheels c. Playskool 4 Wheel "trike"
Takes steps on "riding toys" with support.	Prompt student to take steps on the toys with back supported. Reward successful performance.	
Takes steps on "riding toys" without support.	Prompt student to take steps on the toys without support. Reward successful performance.	
Stands up to reach toy with assistance.	Take toy away and place it in a high place where student must stand up to see it. Give toy back only when student makes an attempt to pull himself up to a standing position with help.	

Accession Number 53244

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53244
TITLE: STRENGTHENING LEG MUSCLES USING WALKER
AUTHOR(S): J. Norton, Unit 53, ID#01
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-16 Gross Motor/Self-Support
11-17 Gross Motor/Sit
11-20 Gross Motor/Stand

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Student sits in walker for short periods of time.	Place student in walker for short periods of time.	Walker with seat that allows feet to touch floor and straps to hold chair.
Moves and stretches legs with help of implementer.	Do "Range of Motion" activities to determine physical limitations.	
	Exercise his leg muscles and ankle joints by stretching techniques.	Ankle weights (teacher made)
	Use brushes and pails for physical stimulation on student's feet.	Soft brushes 2 pails of water, one warm, one cold
Places feet on floor while in walker with aid of ankle weights.	Use ankle weights to keep student's feet on floor while he is in walker.	

Accession Number 53245

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53245
TITLE: REACHING AND GRASPING FOR SUSPENDED OBJECTS
AUTHOR(S): P. Casey, Unit 53, ID#16
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR(S: J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
11-13 Gross Motor/Reach
12-02 Fine Motor/Grasping

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Hang a Hula Hoop from back of chair with pony tail ties hanging with bells on the ends.	Hula Hoop (Wham-O Co.)
Student reaches and grasps pony tail tie pulling it toward him until he can grasp the next tie, etc.	Prompt student to reach out and grasp tie, pulling it toward him until he can grasp the next tie, etc.	Pony Tail Ties (Vogue Accessories).

Accession Number 53246

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53246
TITLE: MODIFYING BEHAVIOR
AUTHOR(S): M. Freund ID#39
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-08 Social Interaction/Relation: choo
M2-12 Social Interaction/Social Behav

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Acquires star card for daily activities.	Present student with a 3X5 card marked off into boxes denoting the different time intervals and daily activities. Award stars for appropriate behavior throughout the school day, including out-of-class activities i.e. gym, music, art and library. Prompt student to demonstrate desirable classroom behavior to enable awarding of a star in one of the boxes. The number of boxes/stars remain flexible and gradually adjusted from a larger amount to a smaller amount as the student demonstrates mastery of the objective. Issuing of stars is to be accompanied simultaneously with a positive verbal reinforcer.	3 X 5 card
Recalls behavior demonstrated for acquiring stars.	Ask the student to verbally recall what behavior he used to get the star.	
Demonstrates ability to behave appropriately throughout school day.	At the end of the school day, the student may engage in a preferred activity if the objective was met, work on work papers if he barely missed meeting the objective, or be removed from the classroom if his behavior was disruptive during the majority of the school day.	

NLRC/P

Accession Number 53246

SER-LARS Report E-3
Instructional Methods

Continued

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	If the card is filled out by 2:00 pm in the afternoon, the student is permitted to select, participate in, and enjoy a 20 minute activity of his own choosing-games, puzzles, work papers, walk, etc.	

Accession Number 53247

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53247
TITLE: EATING MARSHMALLOW USING FINGERS
AUTHOR(S): H. DeSanto, Unit 53, ID#21
SOURCE: Summer Traineeship Program - Bloomsburg State College
EDITOR/S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J2-04 Feeding/Eating/Finger Feeding

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tastes and feels marshmallow.	Give student small taste of marshmallow and let him feel it with his hand.	Marshmallow Small tray
Takes bite of marshmallow held to mouth by implementer.	Hold another marshmallow in front of student's mouth and hold it while he takes a bite out of it, but not close enough to get it into his mouth completely.	
Knocks marshmallow held close to mouth into mouth with hand.	Prompt student to put his hand up to get the marshmallow into his mouth by knocking it in.	
Puts marshmallow into mouth with assistance.	Placing marshmallow in student's hand guide his hand to his mouth until it almost touches his lips and let him finish the motion.	
Puts marshmallow into mouth independently.	Repeat, increasing the distance student must move independently to feed himself.	

NLRC/P

Accession Number 53248

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53248
TITLE: WRITING NAME THROUGH TRACING EXERCISES
AUTHOR(S): P. Jodun ID#58
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-06 Handwriting/Manuscript

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Traces shapes on chalkboard.	A. On chalkboard: 1. Display large geometric shapes, e.g. Prompt student to trace over the shapes.	Paper Chalkboard
	2. Outline the same shapes in dotted lines e.g.	
Reproduces shapes on chalkboard freehand.	3. Prompt student to reproduce the shapes freehand.	
Traces letters in name on chalkboard. Connects dots to outline letters in name. Reproduces letter in name on chalkboard freehand.	4. Follow the same basic steps for the student's name. i.e. Display printed letters of name on chalkboard and prompt student to trace; student then connects dotted letters of his name e.g. student then prints name freehand on board.	
Repeats same procedure on paper.	B. On Paper; Repeat the same above procedure in the same order as on the board. * One step of this lesson will take more than one session.	

Accession Number 53249

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53249
TITLE: HIDING PLASTIC DISCS IN HANDS TO DETERMINE MISSING FACTOR
AUTHOR(S): H. Scott ID#34
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	F2-02	Addition Facts
	F2-13	Addition/Missing Factor
	F3-03	Subtraction Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Counts discs in the hand of another student. Calculates how many discs remain in opposite hand.	Distribute to each student seven plastic discs, each student puts some in one hand, and the rest in another. Prompt the student's to close hands and make fists. Then extend fists out, with discs out of view. Select another student to choose one hand and count the discs in it. The student must say how many discs remain in the other hand to total a particular number. e.g. 2 + ? = 7	plastic discs

Accession Number 53250

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53250
TITLE: MEMORIZING MULTIPLICATION TABLES INCORPORATING CHECKERS
AUTHOR(S): F. DePietro ID #23
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Tape numerals on top of blocks and use as checkers on checker boards.	Blocks Checker Board
Plays a game of checkers multiplying the numeral on the top of his checker with the numeral on the top of the opponent's checker.	1. Tape to one player's checkers the specific table the student is to learn. The other player has numerals 0-9 and 2 other numerals.	
Commits to memory multiplication tables 1-9.	2. As the student jumps the checker, he must say the product of his checker times his opponents.	

Accession Number 53251

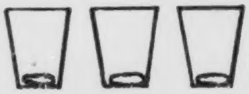
NLRC/P

SER LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53251
TITLE: MULTIPLYING USING DISCS AND CUPS
AUTHOR(S): H. Scott ID #34
SOURCE: Suburban Unit
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF
EARNING OBJECTIVES: F4-03 Multiplication Facts

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Multiplies the number of discs in the cups times the number of cups. Demonstrates ability to multiply.	Discs and cups are used to demonstrate short form of multiple addition. Place an equal number of discs in a stated number of cups. Prompt student to tell how many discs in all. e.g.  3 discs (elements) × 3 cups (sets) 9	Discs and cups.

NLRC/P

Accession Number 53253

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53253
TITLE: SUBTRACTING WITHOUT CONCENTRATING ON PLACE VALUE
AUTHOR(S): J. Yates ID #51
SOURCE: Rural Unit
EDITOR(S: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F3-01 Subtraction/Borrowing

CONSIDERATIONS FROM EDITOR(S):

Must be able to solve subtraction problems not requiring borrowing.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Observes borrowing procedure in subtraction. Demonstrates ability to subtract and borrow.	Disregard the "place value" concept. Instruct student to borrow by initially illustrating a problem. e.g., $\begin{array}{r} 23 \\ \underline{-19} \end{array}$ and saying "You can't subtract 9 from 3, because 3 is too little. $\begin{array}{r} {}^{1}\cancel{2}3 \\ \underline{-19} \end{array}$ "Let's borrow one from 2. that makes 2 only 1. $\begin{array}{r} \cancel{2}3 \\ \underline{-19} \\ 4 \end{array}$ "Let's put that 1 we borrowed in front of the 3. That makes it be 13. "Now we can subtract 9 from 13, that is 4." "And we subtract 1 from 1 and we get zero."	

Accession Number 53254

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53254
TITLE: INCREASING FLEXIBILITY OF LEGS
AUTHOR(S): M. Troup, Unit 83, ID #29
SOURCE: Summer Traineeship Program - Clarion State College
EDITOR(S J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: 11-26 Gross Motor/Flexibility

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Lies prone on floor.	Place student in a prone position on floor. Push student's legs downward toward floor without forcing. Measure progress according to the following schedule: 5" from ankle to floor decreasing by 1/2 inch intervals to one inch from ankle to floor.	

Accession Number 53255

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53255
TITLE: CARTOON STORIES
AUTHOR(S): L. Zentner
SOURCE: Suburban Unit
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D3-14 Comprehension/Sequence of Events
D1-05 Readiness/Cut, Paste, Position

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Arranges pictures in the appropriate sequence.	Instruct student to arrange the pictures in appropriate sequence.	Cartoon strips from the newspaper, each picture in the sequence, separate.
Dictates the events.	While student describes the events, write what he is dictating on the paper or cardboard.	
Makes his own booklet of the cartoon strips.	Encourage student to make his own booklet of the cartoon strips.	Heavy paper or cardboard.

Accession Number 53256

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53256
TITLE: MAGAZINE STORIES
AUTHOR(S): L. Zentner
SOURCE: Suburban Unit
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
D1-05 Readiness/Cut, Paste, Position
D3-14 Comprehension/Sequence of Events

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Cuts words out of magazine and mounts them on construction paper. Cuts out pictures to mount next to word or group of words. Arranges pictures and words in appropriate sequence for a simple story.	Instruct student to cut out words that he knows from the magazines and mount them on construction paper. Next he can cut out appropriate pictures to mount next to the word or group of words. More advanced students can arrange the pictures and words in appropriate sequence for a simple story.	Magazine with colorful pic- Scissors Paste or glue Pen Construction paper

NLRC/P

Accession Number 53257

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53257
TITLE: BAG OF SORTS
AUTHOR(S): L. Zentner
SOURCE: Suburban Unit
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-02 Readiness/Classify, Categorize
A2-06 Visual Discrimination

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts pictures and/or words from magazines and places them in the appropriate bag.	Write a consonant, vowel, or rhyming pattern on the outside of each bag. Instruct the student to cut pictures and/or words from magazines with a designated letter or letter pattern and place them in the appropriate bag.	Several medium-sized bags. Magazines with colorful pictures

Accession Number 53258

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER:	53258
TITLE:	ALPHABET TRAIL
AUTHOR(S):	J. Ness
SOURCE:	Suburban Unit
EDITOR(S):	J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E5-01 Study Skills/Alphabetize

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write letters of alphabet at random on the board or prepare ditto sheets in same manner.	Chalkboard or duplicated sheets
Finds first letter and the one that comes next. Draws a line from first letter to next letter.	Instruct student to find the first letter and the one that comes next. Continue with other students until all have had a turn.	
	For individual lesson, duplicated sheets may be used.	

Accession Number 53259

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53259
TITLE: MULTIPLICATION GAME
AUTHOR(S): B. Lukus #40
SOURCE: Suburban Unit
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F4-03 Multiplication Facts
F2-02 Addition Facts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Gives product as implementer points to number.	On blackboard write digits from 0-12 in random order. To the side, write X2 or X6, (whatever multiplication table needs drill). Point to each number and student must give product. This can also be done using addition facts.	Blackboard Chalk

9

Accession Number 53260

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53260
TITLE: PRINT-IT; WRITE UP
AUTHOR(S): L. Zentner
SOURCE: Suburban Unit
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-00 Handwriting
A5-07 Tactile Perception

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Traces name in tray of wet sand. Writes name in sand independently.	Print the student's name in a tray of wet sand. Have student trace this and reproduce his own. Use clay, following the same procedure.	Tray of wet sand Clay Elmer's glue
Paints over glue name. Paints own name independently.	Use glue and make the student's name. When it's dry, have him paint it, trace it with his fingers, and reproduce his own.	Fingerpaint
Users fingerpainting to copy name or other words he is learning.	Let student use fingerpaint to copy his name and other words he is learning to write.	

Accession Number 53262

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53262
TITLE: BEING A GROCER
AUTHOR(S): L. Zentner
SOURCE: Suburban Unit
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-04 Money/Making Change
F7-07 Money Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Categorizes items, writing a price on each.	Instruct student to make his own grocery store using empty food containers.	Empty food containers.
Buys and sells items, making proper change.	Give student supply of pennies, nickels, dimes, quarters and dollar bills.	Cards
	Have student sell items to classmates, making proper change.	Stage money

Accession Number 53263

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53263
TITLE: MAKING AN UNDERWATER FISH SCENE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
I2-04 Fine Motor/Manual Dexterity
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Paints tray blue and straw green.	Have student paint tray with royal blue paint; allow to dry.	Styrofoam or corrugated meat tray.
	Have student paint straw green, allow to dry.	Blue and green tempera paint
Cuts out fish from construction paper, drawing on eyes, mouth, and fins.	Have student cut out fish from construction paper; draw on eyes, mouth, and fins.	Straw Construction paper
Glues straw in bottom of tray and fish in and on top of straw.	Have student glue straw in the bottom of the tray; glue fish in and on top of the straw.	Fish bowl gravel
Glues gravel on top of straw.	Have student glue gravel on top of straw.	Saran Wrap Paint Brush
Covers entire tray with saran wrap.	Cover entire tray with saran wrap to produce the underwater effect.	Pencil

Accession Number 53264

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53264
TITLE: MAKING A TURKEY HAND PRINT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR/S: J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-04 Readiness/Copy, Trace
12-04 Fine Motor/Manual Dexterity
T2-04 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Traces around his hand on a piece of paper.	On a piece of manila paper, have student trace around his hand, with his fore-finger and thumb spread wide apart.	Manila Paper Pencil
Adds feet to the bottom of the palm.	Instruct the student to add feet to the bottom of the palm.	Construction paper
Cuts out feathers from construction paper and glues them on the top of the fingers.	Instruct the student to cut out feathers from construction paper and glue them on the top of the fingers.	Glue Scissors
Draws on eyes.	Have student draw on the eyes.	

Accession Number 53265

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53265
TITLE: MAKING A TEXTURE SCRAPBOOK FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-03 Tactile/Tactile Discrimination
D1-05 Reading Readiness/Cut, Paste, Position
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):
For deaf student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present student with a scrapbook.	Scrapbook
Glues one of each material on pages of scrapbook. Print words underneath materials.	Assist student in gluing material on each page. If the student functions at the appropriate level, the words may be printed underneath as follows: soft, hard, rough, smooth.	Cotton ball Sandpaper Saran Wrap Foil
Learns signs for words used.	Teach the signs that describe the textures.	Velvet Glue Scissors Felt-tipped pen

Accession Number 53266

NLRC/P SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53266
TITLE: STRING PAINTING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) - J. Martgin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-05 Fine Motor/Thumb Finger Opposition
D1-03 Reading Readiness/Color Concepts
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dips yarn or string into paint and moves it around on the paper to make designs.	Spread newspapers on the table. Have yarn or string cut into 6" lengths. Have student dip yarn or string into paint and move around on the paper, making interesting designs.	Newspapers Yarn or string Manila paper Tempera Paint Sponges Smocks

Accession Number 53267

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53267
TITLE: STRAW PAINTING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S: J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-01 Speech and Language/Breath Control
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Dips straw in paint and dots paint on paper.	Instruct student to dip straw into tempera paint on manila paper.	Newspapers Manila Paper
Blows dots of color all around on the paper to make designs.	Instruct the student to blow through the straw, blowing the dots of color all around on the paper to make interesting designs.	Tempera Paint Straws Smocks

Accession Number 53268

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53268
TITLE: MAKING STICK PUPPETS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-05 Social Interaction/Play
12-04 Fine Motor/Manual Dexterity
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw and cut out a 6" circle from heavy poster board.	Heavy poster board
Cuts facial features from dark construction paper and glues parts onto circle.	Have student cut nose, eyes, mouth, ears cheeks from dark construction paper. Have student make hair from yellow, brown or black yarn.	Dark construction paper Scissors
Glues yarn onto circle for hair.	Have student glue facial parts and hair on the circle.	Yellow, brown, black yarn
Glues circle on tongue depressor.	Have student glue tongue depressor on back of circle so that all of the tongue depressor shows except for two inches.	Tongue depressor Glue
Acts out short play or story using the stick puppet.	Student may want to act out a short play or story using the stack of puppets.	

NLRC/P

Accession Number 53269

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53269
TITLE: MAKING SPRING MOBILE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):
For deaf student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have dittos already made of spring things bird, flowers, butterfly, kite.	Dittos (of spring things)
Colors or paints objects and cuts them out.	Have student color or paint the objects and cuts them out.	Paints or crayons
	Make a hole at the top of each object with a paper punch.	Scissors
		Paper-punch
	Cut string or yarn in various lengths, tie onto the objects.	String or yarn
Ties string on hanger, at varying lengths.	Have student tie objects on a hanger at varying lengths.	Hanger
Gives signs for objects.	During entire activity, give the signs for the various objects being used.	

Accession Number 53270

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53270
TITLE: MAKING SOCK PUPPETS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L1-05 Fine Arts/Self Expression
M2-05 Social Interaction/Play
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Gather old socks.	Old socks
Puts sock on hand.	Put the sock on the student's hand so that he gets the idea of making a hand puppet. Make facial features from felt scraps.	Felt scraps Scissors Yarn
Glues or sews on facial features and hair.	Have student glue or sew them on and make hair from yarn.	Thread and needle Glue

Accession Number 53271

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53271
TITLE: PRESSING SLIVERED CRAYONS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-03 Readiness/Color Concepts
L1-01 Fine Arts/Observation and Imagination
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

Extreme care should be taken during this activity.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	The crayon should already be slivered before the pressing activity begins.	Wax paper
	Sprinkle crayon chips and slivers on top of piece of waxpaper; cover with another piece of waxpaper. Have iron set on medium heat; press the sheets of waxpaper with the crayon in between.	Slivered crayon Iron
Names colors present in pressed waxpaper.	See how many different colors the student knows and can give the correct sign for.	

Accession Number 53272

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53272
TITLE: MAKING PLASTER PLAQUE WITH SHELLS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
I2-04 Fine Motor/Manual Dexterity
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Gather sea shells.	Sea shells
	Spread newspapers out on a table.	Foil pie plates
	Give each student a foil pie plate.	Plaster
Arranges shells in a pleasing pattern in plaster	Pour plaster into pie plate; have student arrange shells in a pleasing pattern; the plaster may be tinted.	Newspapers
		Food coloring

NLRC/P

Accession Number 53273

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53273
TITLE: MAKING PLASTER HAND AND FOOT PRINTS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L1-05 Arts/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes hand or foot print in plaster.	Have plaster already mixed when the project begins. Spread newspapers on table and/or floor. Give each student a piece of aluminum foil approximately 15" long. Spoon plaster onto the foil; instruct student to make either a hand or foot print. Let plaster molds dry; they may be painted if the student so desires.	Plaster Water Mixing bowl Spoon Newspapers Aluminum Foil Paint

Accession Number 53274

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53274
TITLE: MAKING A PAPER WEIGHT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Collect used baby food jars; clean thoroughly and dry.	Baby food jars
	Collect odds and ends of plastic flowers	Odds and ends of plastic flowers
Spray paints lids of baby food jars.	Have student spray paint the lid of the baby food jar gold or silver.	Spray paint
Puts flowers in jar, adding gold or silver glitter and water.	Have student put flowers in jar, adding one teaspoon gold or silver glitter, add water and put the lid on tightly sealing with florist's putty.	Gold or silver glitter Florist's putty
Puts lid on tightly, sealing with florist's putty.		

Accession Number 5

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53275
TITLE: PAINTING HAPPY FACE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
12-04 Fine Motor/Manual Dexterity
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	[illegible] MATERIALS
Cuts out a circle from construction paper.	Have student cut out a circle from construction paper.	Construction paper
Glues on circles for eyes, nose and mouth.	Instruct student to add circles cut from dark construction paper for the eyes, nose, and mouth.	Tempera Paint Scissors
Adds eyebrows using yarn.	Eyebrows may be added using yarn.	Glue Yarn

Accession Number 53276

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53276
TITLE: MAKING A CHRISTMAS BOOK FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
12-04 Fine Motor/Manual Dexterity
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For deaf student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Colors and cuts out shapes.	Have student color and cut out various shapes that represent the Christmas holiday.	Notebook Dittos of Christmas objects
Glues shapes into notebook and labels.	Have student glue these shapes and items into notebook. Labeling may be done underneath each picture.	Glue
Learns signs for shapes.	Show the student the sign for every picture in the book.	Scissors Paint or crayons

Accession Number 53277

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53277
TITLE: MAKING MAY BASKETS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Spray paints on basket.	Have student spray paint a wooden strawberry basket; let dry.	Wooden strawberry basket
Adds straw and plastic flowers and covers with Saran Wrap.	Instruct student to add Easter basket straw and plastic flowers.	Various colors of spray paint
	Have student cover the basket with Saran Wrap.	Easter basket straw
		Plastic flowers
		Saran Wrap

Accession Number 53278

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53278
TITLE: MAKING INDIAN HEAD BAND
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S: J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
D1-03 Readiness/Color Concepts
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes designs on strip of paper and colors them.	Cut a piece of paper 2" wide and long enough to fit around the student's head.	Poster paper Scissors Crayons Stapler Colored construction paper
	Instruct student to make various designs and color them in on the strip of paper.	
	After student has finished making designs, fit the band to his head and staple.	
Cuts out feathers of various colors to fit around head band.	Have student cut out feathers of various colors to fit around head band; staple them on.	

Accession Number 53279

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53279
TITLE: MAKING GLITTER NAMES
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR/S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-03 Tactile Discrimination
M1-06 Self Knowledge/Self Identification
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Prints name in large letters on tagboard.	Have student print, in large letters, his first name on a piece of tagboard.	Tagboard Pencil
Goes over letters with Elmer's glue.	Have student go over the letters with Elmer's glue.	Glue
After glitter has been sprinkled over glue, "feels" his name.	Sprinkle glitter over the glue and allow to dry.	Glitter
	Let student "feel" his name.	

Accession Number 53280

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53280
TITLE: MAKING BUTTERFLIES
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L1-05 Art/Self Expression
D1-03 Readiness/Color Concepts
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Selects two or three colors of fingerpaint.	Put out several different colors of fingerpaint and let student select two or three to use.	Butterfly shapes
	With a spoon, put small amount of each color paint on one side of folded butterfly.	Fingerpaint Plastic spoons Smocks
Folds over butterfly and rubs folded piece of paper.	Instruct student to fold over the other side and have him rub the folded piece of paper.	
Opens the paper and sees his work of art.	Have student open the paper and see his special work of art.	

Accession Number 53281

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53281
TITLE: MAKING MASKS FROM PAPER PLATES
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
M2-05 Social Interaction/Play
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have student decide what kind of mask he wants to make (rabbit, pumpkin, etc.)	Paper Plates Scissors
Cuts paper mask parts.	For rabbit, cut paper plate in half, cut holes for eyes and nose.	Pink construction paper
	Out of pink construction paper, have the student cut two ears. Staple these to the top of the mask.	Crayons Yarn
	With a paper punch, make two holes at the sides of mask; tie a piece of yarn in each hole.	Stapler
Draws facial features on paper mask.	Have student draw some facial features on the mask.	

Accession Number 53282

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53282
TITLE: MAKING A DECOUPAGE PLAQUE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
L1-05 Art/Self Expression
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Selects a picture from a magazine.	Have student look through magazines for a pretty picture.	Newspapers Magazines
Sands piece of wood; stains it.	Have student sand a piece of wood approximately 6" square.	Scissors
Applies thin coat of glue, let dry until tacky; places picture on wood and applies several costs of glue, allowing each coat to dry before applying next layer.	Wood may be stained if time permits; have student apply a thin coat of thinned Elmer's glue; let dry until slightly tacky. Have student place picture down on the wood, smoothing out wrinkles and air bubbles; apply another coat of glue. Repeat until desired finish is achieved. Place hanger on back.	Wooden plaque Glue Brush Picture Hanger

Accession Number 53283

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53283
TITLE: CUTTING PRE-TRACED CIRCLES FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
I2-04 Fine Motor/Manual Dexterity
A2-09 Visual Motor Integration
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For deaf student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts out circles with scissors and pastes them on a piece of paper to make a pretty design.	Give student scissors and sign, "Cut the circle." (If the student is capable, he may trace his own circles.) Instruct student to paste the circles he has cut on a piece of paper to make a pretty design.	Pre-traced circles on manila paper. Scissors Glue Construction paper

Accession Number 53284

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER. 53284
TITLE: CUTTING ON STRAIGHT LINE
AUTHOR(S)
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
I2-04 Fine Motor/Manual Dexterity
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts along green line, stopping at red circle.	On a piece of manila paper, draw six lines with a green crayon 3/4 the width of the paper. With a red crayon, draw a circle at the top of each green line. Instruct student to begin cutting at the signal, "Go" and to stop cutting when he reaches the red circle. "The green line means GO and the red circle means "STOP".	Paper Green crayon Red crayon Ruler Scissors

Accession Number 53285

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53285
TITLE: MAKING A CRUMPLED PAPER HAPPY FACE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-04 Fine Motor/Manual Dexterity
A2-09 Visual Motor Integration
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Tears construction paper into strips and crumples them.	Have student tear construction paper into strips or pieces. Have student crumple pieces and strips of construction paper.	Yellow construction paper Circles of construction paper
Spreads clue on pre-cut circle and fills in entire circle with crumpled paper.	Have student spread glue or paste on pre-cut circle. Have student fill in the entire circle with crumpled paper.	Dark yarn Glue
Makes eyes, nose, and mouth with yar.	Make eyes, nose, and mouth with yarn.	

Accession Number 53286

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53286
TITLE: MAKING A COLOR AND SHAPE SCRAPBOOK
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
D1-03 Readiness/Color Concepts
D1-05 Readiness/Cut, Paste, Position
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Cuts out shapes.	Instruct student to cut out pre-traced circles, squares, and triangles out of red, blue, and yellow construction paper.	Scrapbook Squares, circles, triangles (already traced on paper)
Glues shapes into scrapbook. Labels shapes according to color.	Instruct student to glue the shapes into the notebook and label them accordingly: "a blue circle", "a red square", "a yellow circle", etc.	Scissors Glue Crayon or pencil

Accession Number 53287

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53287
TITLE: MAKING A CHRISTMAS TREE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
L1-05 Art/Self Expression
L1-02 Art/Perceptual Motor
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Draws or traces tree on paper.	Have student draw or trace a Christmas tree on a large sheet of manila paper.	Manila paper Pencil or crayon
Decorates tree using glue and yarn, fabric, with assistance.	Using yarn, fabric, and rick-rack scraps assist student in decorating the tree.	Yarn
	An alternate method could be to make a free-form design with the glue on the tree sprinkling glitter on this design.	Fabric Rick-rack Elmer's glue Glitter

NLRC/P

Accession Number 53288

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53288
TITLE: MAKING A YOUNG AND OLD SCRAPBOOK FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-13 Readiness/Likeness and Difference
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):
For deaf students

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Looks through magazines to find pictures of young people and old people.	As student looks through magazine, sign to him the difference between young and old people and show him pictures to illustrate this concept.	**Old magazines** **Scissors** **Notebook** **Glue** **Felt-tipped pen**
Cuts out pictures.	Instruct the student to cut out pictures of babies, young children, teenagers, and young adults, then have the student cut out pictures of people who are older.	
Glues pictures into scrapbook and labels "young" and "old".	Instruct student to glue pictures into scrapbook. If student is at an appropriate functioning level, the pictures may be labeled "young", "old".	

Accession Number 53289

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53289
TITLE: WHAT TO WEAR WHEN
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J9-10 Dress/Undress/Selection
A1-13 Auditory Sequential Memory
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place boy or girl doll on table.	Boy or girl doll from Peabody kit
Dresses doll according to directions from implementer.	Instruct student in proper dress for doll, e.g., "Dress the doll for a rainy day or put a red dress, white stocks, and black shoes on the girl doll.	Clothes from Peabody kit.

Accession Number 53290

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53290
TITLE: LEARNING PHONE NUMBER FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J8-21 Safety/Telephone/Postal Use
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For deaf student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Have student's phone number printed on a piece of tagboard.	**Phone numbers on tagboard.**
With assistance, finds and dials own telephone number.	With a real telephone, help student find and dial the correct numbers of his telephone number.	**Telephone**
	On a large piece of tagboard, draw a telephone and the words, "What is your telephone number?".	
	Sign, "What is your telephone number?"	
Answers correctly question, "What is your telephone number?" in sign language.	Encourage student to answer correctly in sign language.	

Accession Number 53291

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53291
TITLE: LEARNING TO FINGERSPELL FIRST NAME
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D5-13 Vocabulary/Sight Words
M1-06 Self Knowledge/Self Identification
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates implementer in finger spelling his own name. Fingerspells own name independently.	Have the student's name printed on a piece of tagboard 9" long and 4" wide. (At first it may be necessary to attach a picture of the student next to the name.) Show student how to fingerspell his name. Have student fingerspell his name. Repeat until student has mastered this activity.	Tagboard Felt-tipped pen
Answers question "What is your name?" with my statment "My name is ________."	Ask, "What is your name?" and instruct student to respond, "My name is Curtis". (student's name)	

NLRC/P

Accession Number 53292

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53292
TITLE: LEARNING SIGN LANGUAGE FOR WATER
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For deaf student

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
With assistance, plays with hands in water, fills cup, squeezes sponge, rings out cloth and learns sign for water.	Place small pan of water on a terry cloth towel. Put student's hands in water and move them. Assist student in filling a cup, squeezing a sponge, ringing out a cloth. Teach sign for water.	Small pan of water Towel Sponge, cloth, cup

Accession Number 53293

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53293
TITLE: RECOGNIZING OWN NAME
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D5-13 Vocabulary/Sight Words
M1-01 Self Knowledge/Facts about self
M1-06 Self Knowledge/Self Identification
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write student's name on card.	Card with students name
Counts number of letters of his own name.	Instruct student to count number of letters in his name.	Cards with other names
Identifies first letter of his own name.	Assist student in identifying letter which starts his name. Instruct student in picking out his own name from other names.	Cards with letters on them
Picks out his name from other names.		

Accession Number 53294

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53294
TITLE: TOSSING A BALL THROUGH SWINGING RING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Attach twine to a ring and suspend twine from a hanger.	**Styrofoam ring or cardboard ring**
	Fasten hanger or hold and stand to one side.	**Styrofoam balls or tennis balls**
Tosses ball through center of swinging ring.	As ring swings back and forth, instruct the student to toss balls through the center of the ring.	

Accession Number 53295

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53295
TITLE: STRINGING STRAW
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Cut straws into various lengths.	Straws
Strings short pieces of straw.	Instruct student to string the pieces of straw.	String (dipped in glue to harden tip)

Accession Number 53296

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53296
TITLE: SPONGE PAINTING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
I2-02 Fine Motor/Grasping
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place construction paper on the table with newspaper under it.	Sponge cut in 4" square
Dips the sponge into the paint and places it on the paper.	Instruct the student to dip the sponge into the paint and place it on the paper.	Thick paint Construction paper
Fills in outline drawn on paper.	Depending on the level of student, implementer may draw outlines of various objects on the paper, for student to fill in.	Newspaper

Accession Number 53297

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53297
TITLE: SMELLING BOTTLES
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A4-03 Olfactory Discrimination
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Fill small bottles of approximately the same size with various herbs or seasonings.	Bottles Herbs
Smells two small bottles, one sweet and one sharp. With aid, distinquishes between sweet and sharp.	Begin with one that smells sweet and one that smells rather sharp. Progress to two that smell sweet and one that smells sharp.	Flowers, etc.
Repeat with four bottles.	Same and different can be taught during this lesson.	
Repeats outside while on nature walks.	Have student smell flowers, trees, grass, etc., when outdoors taking nature walks.	

Accession Number 53298

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53298
TITLE: SINGING AND SIGNING FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
L2-04 Music/Rhythm
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For deaf students

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Select a short song, write the song out in chart story form, underlining the most meaningful.	Poster boards Felt-tipped pen
Watches implementer sign song.	Sign the underlined words to the class. If a recording is available, play it and let the students feel the vibrations. If possible, have someone play it on the piano and let the students feel the back and sides of the piano.	Record Record player Piano
Feels vibrations of song from recording and/or piano.		
Signs and sings (if possible) song simultaneously.	Sign the entire song and encourage students to join in the sign and sing simultaneously.	

Accession Number 53299

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53299
TITLE:	PING-PONG BALL RACE
AUTHOR(S):	
SOURCE:	Marion County Assn. for Retarded Children
EDITOR(S):	J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	E4-01 Speech/Language Development/Breath Control I1-07 Gross Motor/Crawl T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place the ping-pong ball on the floor.	Ping-pong balls
Blows ball to goal and back.	Instruct student to blow the ball to the goal and back. May be used as a game between two students.	

Accession Number 53300

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53300
TITLE: FOLLOWING ORAL DIRECTIONS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
A1-02 Auditory Attention Span
A1-10 Auditory Motor Integration
T2-05 Deaf

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Follows directions as they are given orally by implementer.	Place empty box in front of the student and 3 or 4 objects. Say "Pick up your green block and place it inside the box". Make sure instructions are followed, then say, "Put your blue block in the box." etc. Use M & M's for reinforcement.	Box Four items (blocks, pencils, book, etc.) M & M's

Accession Number 53301

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53301
TITLE: OBJECT MATCHING FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-02 Visual Attention Span
E4-09 Sign Language
A2-06 Visual Discrimination
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	In each box place identifical items. Keep one of each item, student has one of each item.	Boxes Three of each of the following:
Looks at item held up by implementer and finds one like it.	Hold up one item and sign to student to find one like it. Place item in the correct box.	red block, blue beads, rubber bands, straw, poker chips, etc.
Places it in the box with identifical items.	Instruct student to do the same.	

Accession Number 53302

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53302
TITLE: COUNTING USING CONCRETE ITEMS FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-11 Numeration/One to One Relationship
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Answers question, "How old are you?". Counts out that many blocks.	Ask student information about numbers. Begin with "How old are you?". Count out that many blocks.	Blocks,
Buys objects from "store" and pays with proper number of pennies.	Set up a "store". To buy the piece of candy the student will need one penny; cookie, three pennies; glass of drink, five pennies, etc.	Pennies, candy, cookie, glass of some type of drink

Accession Number 53303

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53303
TITLE: NATURE WALK FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S) J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
D5-13 Vocabulary/Sight Words
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks outdoors, feels objects and learns signs for objects.	Take students on a hike or walk outdoors. Point to an object and sign just that word. Whenever possible, have students feel the objects, e.g., the rough bark on a tree or the wet grass. Back in the classroom, reinforce learning with picture cards and signing.	Pictures of trees, flowers, grass, etc. Drawing paper Crayons or paint Objects in nature (flowers, trees, etc.)
Draws objects on paper and, if possible, writes words under pictures.	Have students draw what they saw on their walk. For higher functioning students, have them write the word under the picture they've just drawn.	

Accession Number 53304

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53304
TITLE: MYSTERY BOX FOR DEAF STUDENT
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place objects in box.	Large box, small objects (ball, block, plane, car, truck, etc.)
Reaches in box and pulls something out. Tells as much as possible through sign language about that object.	Instruct student to reach in box and pull something out. Have student tell as much as possible through signing about the object. (Is it big or little? What does it do? What color is it? What is it?).	

Accession Number 53305

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53305
TITLE: JUMPING ROPE AND COUNTING TO TEN
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR/S J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F1-03 Numeration/Counting/Cardinal
I1-11 Cross Motor/Jump
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps over rope. Counts each successful jump.	Have student manually count each time he makes a successful jump over the rope. Reinforcers such as candy can be used for encouragement.	Jump rope candy

Accession Number 53306

NLRC/P SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53306
TITLE: COMMUNICATING NEED TO GO TO THE TOILET
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR/S: J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
J1-06 Toileting/Indication of Need
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Makes sign for toilet with aid.	When student indicates discomfort or is taken to the toilet on his schedule, show him the sign for toilet and help him make it. Take him to the toilet immediately after making sign.	
Makes sign for toilet independently when appropriate.	Continue this conditioning over a period of time until student can use manual communications on his own. Even when student gives no verbal response, do not eliminate your own verbal stimulation.	

Accession Number 53307

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53307
TITLE:	MAKING A HAND PRINT COLLAGE
AUTHOR(S):	
SOURCE:	Marion County Assn. for Retarded Children
EDITOR(S):	J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M1-06 Self Knowledge/Self Identification T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Give each student one piece of fingerpaint paper and several sheets of colored construction paper.	Smocks Fingerpaint Fingerpaint paper Construction paper Scissors Paste
Selects color of fingerpaint.	Let each student select one or two colors of fingerpaint.	
Smears paint on paper.	Spoon fingerpaint onto paper and have student smear it on paper.	
Makes hand prints on construction paper.	Instruct students to make handprints on the colored construction paper.	
After paper drys, cuts out prints and pastes them on posterboard.	After paper drys, instruct students to cut out hand prints and paste them on a big posterboard. Allow each student to do this until the posterboard is full. The different colors of paint and paper in addition to the various sizes of the hands, will make an interesting effect.	

Accession Number 53308

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53308
TITLE: GUESS WHICH HAND GAME
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
[illegible] J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Put a small object in your right or left hand (block, car, boat, etc.).	Small objects Candy
Guesses which hand the object is in and gives the correct sign for that object.	Instruct student to guess which hand the object is in, then, if he guesses correctly, he must give the sign for the object.	
	Reward student with candy or by allowing him to keep the object.	

Accession Number 53309

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53309
TITLE: FOOT PRINTING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-06 Self-Knowledge/Self-Identification
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes shoes and socks	Have students remove their shoes and socks.	Large piece of posterboard shelf paper.
	Spread out big pieces of posterboard or shelf paper on the floor.	Finger paint
Paints bottom of foot	Dip brush in paint and paint bottom of student's foot. (If student is capable, he may paint his own foot.)	Brush Bucket of water
Stands up and walks all over paper	Using the sign "stand" instruct the student to stand up and walk all over the paper.	Paper towels (for clean-up)
Washes foot in bucket of water	Have a bucket or pail of water ready as soon as the student has finished.	

Accession Number 53310

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53310
TITLE: FOLLOWING THE LEADER
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-10 Readiness/Lable, Name
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows implementer around the room, touching objects indicated by sign.	While marching around the room sign "Follow me and touch the table", "Follow me and touch the chair," "Follow me and touch the door", etc.	

Accession Number 53311

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53311
TITLE: GRASPING AND PULLING STRING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: A2-09 Visual Motor Integration

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pulls string off head or ankle.	Using string or ribbon, wind it one and a half times around the student's wrist or ankle for the student to pull if off.	String or ribbon
Pulls string off head or ear.	Drop string over his head so that one end hands down over his face or hook it over one of his ears. Encourage him to pull it off.	

Accession Number 53312

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53312
TITLE: DRESSING-UP
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	M2-05 Social Interaction/Play B1-08 Self-Concept J9-04 Dressing/Undressing/Cooperates Actively

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Helps other students get dressed and is helped by other students to get dressed. Views self in mirror.	Have clothes stored in box. Instruct students to help each other dress themselves. Encourage students to view themselves in mirror.	Old clothing Big box Full length mirror

Accession Number 53313

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53313
TITLE: DRAWING AROUND OUR BODIES
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
B1-08 Self Concept
M1-06 Self Knowledge/Self Identification
M2-02 Social Interaction/Awareness of Others
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Spread out big pieces of tagboard or shelf paper on the floor.	Big pieces of tagboard or shelf paper.
Lies down on his back on the paper.	Have student lie down on his back on the paper.	Felt-tipped marker.
Another student draws around his body with marker.	Have another student (or implementer) draw around the student who is on the floor.	
Colors outline of self drawing facial features and clothing details if possible.	Instruct student to color himself in, drawing facial features and clothing details if possible.	

Accession Number 53314

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53314
TITLE: COUNT THE BOUNCE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
F1-03 Numeration/Counting/Cardinal
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For retarded deaf students

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Bounces ball a given number of times.	Instruct student to bounce the ball a given number of times, demonstrating if necessary.	Ball
Gives sign for number of bounces.	Instruct student to sign the number of bounces.	
	If student gives the correct answer, he is allowed to bounce the ball and the implementer has to guess.	

Accession Number 53315

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53315
TITLE: PLAYING WITH CORN MEAL
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
M2-02 Social Interaction/Awareness of Others
T2-05 Deaf

ONSIDERATIONS FROM EDITOR(S):

For retarded deaf students, to establish eye contact with low functioning student.

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Set table up with newspaper or put student on the floor.	Large bowl or box.
Plays in corn meal with toys.	Simply allow student to play in corn-meal.	Newspaper
		Cups, sifter, spoon.
		Cornmeal

Accession Number 53316

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53316
TITLE: COOKING PANCAKES USING SIGN LANGUAGE
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
A4-07 Olfactory Perception
E4-09 Sign Language
T2-05 Deaf

ONSIDERATIONS FROM EDITOR(S):
For Retarded Deaf Students

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	In sign language sign to the class "We are going to make pancakes. Who would like to help.	Pancake mix, water, butter, stove, pan, spatula, bowl, spoon, eating utensils and plates
Measures and puts all ingredients into bowl. Mixes batter. Puts pancakes in pan to cook. Smells aroma. Learns signs for "pancakes","water", "butter", and "cooking".	Select a student to measure and put all of the ingredients into the bowl. Let all of the students take a turn at mixing the batter. Let each student take a turn at putting the pancakes in the pan to cook. While pancakes are cooking, let students smell the aroma. During the entire activity the signs for pancakes, water, butter and cooking are given.	
Reads words on chart.	After everyone finishes eating and cleaning up, a chart story is written on the activity. "TODAY IS MONDAY. WE MADE PANCAKES, THEY WERE GOOD."	

Accession Number 53317

NLRC/P

SER LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53317
TITLE: PLACING PEGS IN COLORED HOLES FOLLOWING PATTERNS
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A2-09 Visual Motor Integration
D1-06 Readiness/Designs, Patterns
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Draw a circle of a particular color around various peg holes in the board.	Marking pens Pegboard Pegs (golf tees)
Places pegs in the appropriately colored holes marked by the implementer.	Instruct student to place the peg in the appropriate colored holes marked by the implementer to produce the pattern.	
	(The peg holes could be designed so that they spell the student's first name).	

Accession Number 53318

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53318
TITLE: COLOR MATCHING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
D1-03 Readiness/Color Concepts
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Places red objects in red box, yellow objects in yellow box, blue objects in blue box.	Instruct student to put into the box those objects of the same color. Begin with primary colors.	Large cardboard boxes, painted inside with colors to be matched. Various colored items, e.g., blocks, cars, beads, etc.

Accession Number 53319

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53319
TITLE: CANDLE BLOWING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-01 Speech/Language/Breath Control
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For severely retarded deaf students.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Blows out candle from short distance.	Place candles on table far enough apart so only one at a time can be blown out.	Two candles Matches
Blows out candle from increasing distances.	Move candle farther away and make a game out of task if student can accomplish it.	

Accession Number 53320

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53320
TITLE: WORKING WITH THE CALENDAR
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-12 Time Concepts
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Using chalk, "X" off "yesterday" on calendar. Chooses correct word card for "yesterday" and tapes it above the day that was "yesterday". Repeats procedure for "today" and "tomorrow".	Draw a large calendar representing one month on the chalkboard. Choose one student each day to "X" off "yesterday". Instruct student to place appropriate word card above the day that was "yesterday", then "today" and "tomorrow".	Chalkboard Yardstick Chalk Tagboard Felt-tipped pen Masking tape

1975			JUNE			1975
Sun.	Tues	Wed.	Thur.	Fri.	Sat.	Sun.
Yester-day	Today	Tomor-row			X	X
X	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Accession Number 53321

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53321
TITLE: BEAD MAKING
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
12-01 Fine Motor/Finger Movement
12-04 Fine Motor/Manual Dexterity

CONSIDERATIONS FROM EDITOR(S):

Tempera paint can be mixed in with the dough to make colored beads.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Mix 1/2 flour and 1/2 salt with water until doughy substance is produced.	Flour Salt Water Toothpicks String with tape on end.
Rolls dough into small balls.	Instruct student to roll the dough into small balls.	
Makes holes in balls with a toothpick.	If student is able, assist him in making holes in balls with a toothpick.	
String beads	Allow two days for beads to dry, then assist student in stringing beads.	

Accession Number 53322

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53322
TITLE: LEARNING SIGN FOR BALLOON
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E4-09 Sign Language
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For severely retarded deaf students.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Blows up balloon.	Aid student in blowing up the balloon.	Balloons
Kicks balloon, throws balloon. Volleys balloon. Places balloon between knees and walks or jumps.	Instruct student to kick balloon, throw it, volley it, put it between his knes and walk or jump.	
Learns sign for balloon.	Show student the sign for balloon.	

NLRC/P

Accession Number 53323

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53323
TITLE: MOVING TO DRUM
AUTHOR(S):
SOURCE: Marion County Assn. for Retarded Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-10 Auditory Motor Integration
T2-05 Deaf

CONSIDERATIONS FROM EDITOR(S):

For severely retarded deaf students.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Removes shoes and socks.	Instruct student to remove shoes and socks. Make sure student starts at a beginning point.	Soundproof drum Phonic ear (for some children).
Scoots to the beat of the drum.	Hit the drum one time, assisting student to scoot to the beat.	
When beat of drum increases returns to the starting position.	Increase beat of drum to indicate to student that he should return to the starting position.	

Accession Number 53324

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53324
TITLE: TRACING NUMERALS ON CHALKBOARD AND INDEX CARDS
AUTHOR(S): N. Baldwin ID #34
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-08 Numeration/Numeral Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Traces numeral printed on chalkboard and says name of numeral along with implementer.	Student traces the numeral already printed on chalkboard while teacher and student say name of numeral.	Chalkboard 3 x 5 index cards
Traces numerals on index cards with glue.	Print numerals on individual 3 x 5 index cards.	
	Prompt student to trace numerals with glue botton, leaving a thin line of glue on numerals.	
Sprinkles salt on glue.	Prompt student to sprinkle salt on glue and allowed to dry.	
Rubs finger along raised numeral and says name of numeral.	Ask student to name numeral by rubbing his finger along raised numeral.	

Accession Number 53325

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53325
TITLE: COLOR WORDS ON CARDS
AUTHOR(S): Bartoo ID #60
SOURCE: Rural Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D1-03 Readiness/Color Concepts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Points to color card and reads word aloud.	Attach color names to cards written in DISTAR - red, blue, green, purple, orange, yellow, black, brown, white, gray. Have the student point to the color and read the card aloud. When student has trouble say the name, have student repeat it.	DISTAR - Pbl. SRA
Points to a color saying name aloud. Names colors without aid of cards.	When student becomes proficient in reading cards quickly, remove the cards and prompt the student to point to a color saying the name aloud. Replace or hold up the name cards only when student has trouble, then remove cards again until student can name all colors without name cards.	
	For extra practice, walk around school pointing to objects in different colors and go through the same procedure stated above.	

NLRC/P

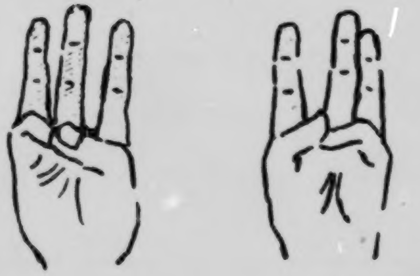
Accession Number 53326

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53326
TITLE: FINGER MULTIPLICATION
AUTHOR(S): G.D. Collins
SOURCE: Teaching Exceptional Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication Facts

CONSIDERATIONS FROM EDITOR(S):

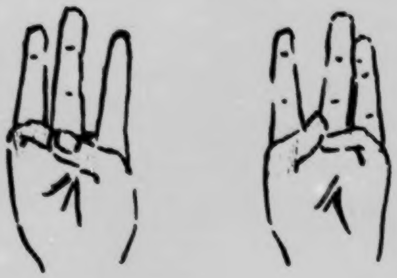
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Memorizes tables for the 1's, 2's, 3's, 4's, 5's, and 10's.	Prepare students for "finger multiplication" by having them rote learn tables for the 1's, 2's, 3's, and 4's. Also teach them to memorize the 5's and 10's by thinking of them as nickles and dimes. 	Hands
Uses finger to computate multiplication tables.	Instruct student to ball us his fists. Each hand represents a five and each finger raised represents a number above five. For example, to figure eight times eight, raise 3 fingers on one hand (balled fist is five, and with three fingers raised, you have 5 plus 3: 8) and 3 fingers on the other hand is likewise eight. The actual computation is now done in 3 steps: (1) each finger raised represents ten points of the final answer. When figuring 8 x 8, you have 6 fingers raised so you have a sub-	

NLRC/P

Accession Number 53326

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	total of 60, (2) There are 2 fingers down on each hand. Multiply them together. 2 x 2 = 4.  (3) Add the 4 and the 60. The answer is 64. Numerically, the process may be expressed as follows: $10\ (3+3) + 2 \times 2 = 60 + 4 + 64$	

NLRC/P

Accession Number 53327

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53327
TITLE: USING HAND PUPPETS DURING INSTRUCTION
AUTHOR(S): C. Marsink
SOURCE: Teaching Exceptional Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
B1-08 Self Concept
E4-05 Expressive Language

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses puppet during instruction.	Allow student to wear a puppet on his hand and to respond through the puppet. He may wear the puppet on his preferred hand during instruction which does not require use of this hand or his non-donominant hand when activities require touching or writing. The teacher gives the lesson to the puppet rather than to the student. The student may help the teacher to explain the concept or repeat the instructions when the puppet does not understand. It is the puppet not the student who is asked to respond and allowed to fail.	Hand puppet (durable and easy to manipulate).

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53329
TITLE: CHARTING GROUP AND INDIVIDUAL INSTRUCTION
AUTHOR(S): A. Starlin
SOURCE: Teaching Exceptional Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: B1-07 Self/Motivation

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Helps record behavior on daily behavior chart.	Keep charts on student progress such as smile charts, touch charts, positive or negative comment charts, or charts of actual academic progress.	Oaktag Felt-tipped pen

Accession Number 53328

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53328
TITLE: TELLING THE 2's FROM THE 5's
AUTHOR(S): B. Bachrach
SOURCE: Teaching Exceptional Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A5-07 Tactile Perception
F1-08 Numeration/Numeral Recognition

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Hold up a clothes hanger and trace with your finger around the top to show how the top of the hanger is like the top of a 2.	Clothes hanger Large wooden "2" and "5" Felt "2" and "5" Wire
Traces over hanger top with finger.	Have the students trace over the hanger top with their fingers to get a feel of the top of the hanger.	
Traces over wooden "2".	Then have them trace the top of a large wooden 2. Point out the similarity between both.	
Compares wire "5" with wooden "5". Traces felt "2" and "5".	Bend some wire into the shape of a 5 and point out how the top is straight. To help students generalize the concept of the shape compare the wire 5 with a wooden 5 and note their similarities at the top. Then have the students trace a felt 5 and a felt 2 and make comparisons.	

Accession Number 53330

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53330
TITLE: USING THE TELEPHONE IN AN EMERGENCY
AUTHOR(S): G. Gay
SOURCE: Teaching Exceptional Children
EDITOR(S): J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J8-21 Safety/Telephone/Postal Use

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Take self-developing photographs of the basic steps in learning how to use the telephone.	Telephonia kit (from Bell System Teletrainer Taperecorder Audio-flash card (language master) Self-developing camera Pictures of community helpers
Learns concept of an emergency.	Develop with the student the concept of an emergency. What is it? Who can help, e.g., fireman, doctors, police? How do we get their help? Pictures of community helpers were used.	
Using a dial sheet, practices dialling "0" for operator.	Give student a dial sheet and demonstrate how to place finger where the "big word operator is" and not to confuse this "0" over the number "6".	
Practices dialing using teletrainer.	Instruct the student to use the teletrainer (lifting the receiver, holding the phone correctly, listening for the dial tone, dialing the operator, telling the operator his name, where he is and what his problem is).	
Reviews procedure using picture chart.	Prepare a desk chart for review purposes with photographs taken during the training exercises.	

Accession Number 53331

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53331
TITLE:	CARTOONING TO UNDERSTAND BEHAVIOR
AUTHOR(S):	D. Shipkowitz
SOURCE:	Teaching Exceptional Children
EDITOR(S)	J. Martin

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	A2-11 Visual Sequential Memory A6-07 Problem Solving/Non-Math D1-12 Readiness/Left to Right Progression

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Write a description of a minor but typical problem on a small piece of paper. Fold each piece and place them all in a fish bowl.	Paper Pen Fish bowl
Chooses a problem from fish bowl. Constructs a solution to the problem in a sequence of cartoon illustrations.	Instruct each student to select one of the problems to work from and construct a solution to the problem in a sequence of a six cartoon style illustrations.	

Accession Number 53332

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53332
TITLE: LEARNING MULTIPLICATION TABLES VIA A FINGER GAME
AUTHOR(S): C. Hiltebeital ID #32
SOURCE: Suburban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F4-03 Multiplication Facts

CONSIDERATIONS FROM EDITOR(S):

<table>
<tr><th>SEQUENTIAL STUDENT TASKS</th><th>IMPLEMENTER ACTION</th><th>MEDIA/MATERIALS</th></tr>
<tr><td></td><td>Present student with spaces for all the answers to multiplication problems up to 9 x 9.
<table>
<tr><th>X</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7→</th></tr>
<tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table></td><td>Blank chart</td></tr>
<tr><td>Fills in empty space of table with multiplication facts.</td><td>Instruct student to go down each column and fill in the answers, working his way from the 1X column on the left to the 9X column on the right. Ask him to work carefully, but as quickly as he can</td><td></td></tr>
<tr><td>Demonstrates mastery of multiplication tables.</td><td>His work is timed and he should do at least two trials during a session. Improvement is immediately noticed. Time is recorded and the errors are counted.</td><td></td></tr>
</table>

Accession Number 53333

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53333
TITLE: LEARNING RIGHT HAND FROM LEFT HAND
AUTHOR(S): J. Bartoo ID # 60
SOURCE: Rural Unit
EDITOR(S P. Seeger, CCSU # 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 01-11 Readiress/Laterality

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Differentiates from left and right hands with visual reminders.	Write the words right and left on the student's right and left hands in magic marker. When the student can show the correct hand 9 out of 10 times fade out the cues to R and L on each hand. When the student shows the correct hand 9 out of 10 times with these cues only a dot is put on his left (or right hand, depending on dominance).	Magic marker Frostig's Move - Grow - Learn (exercises #44-48)
Differentiates from left and right hands without visual reminders.	After 9 out 10 correct responses the cues are faded completely. When he can give 9 out of 10 correct responses with no cues on the command, "Show me your _____hand", the objective is met. *NOTE: Frostigs' Move - Grow - Learn exercises #44-48 may also be used for reinforcement.	

Accession Number 53334

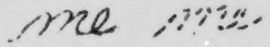
NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53334
TITLE: PRACTICING CURSIVE WRITING
AUTHOR(S): C. Standish ID# 65
SOURCE: Suburban Unit
EDITOR(S): P.Seeger, CCSU# 15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: E2-02 Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Copies words or sentences written in cursive.	Develop setences and words from the student's vocabulary work. Five words on a page initially in the following format:  Student progresses to three sentences per page.	

Accession Number 53335

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53335
TITLE: Classroom Store
AUTHOR(S): N. Murphy ID #30
SOURCE: Suburban Unit
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
F7-07 Money Concepts
F7-04 Money/Making Change

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Stock a bookcase with standard (empty) food items, i.e. cans, opened upside down to give the appearance of being unopened.	
	Price each item.	
Shops for items on grocery list.	Instruct student to "shop" for items on grocery list and compute as instructed.	
Computes order.	Total order.	
Demonstrates ability to compute price difference	Note price difference.	
Makes change	Make change from set amount.	

Accession Number 53336

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53336
TITLE: CURSIVE WRITING VIA VERBAL CLUES
AUTHOR(S): C. McKeever ID #27
SOURCE: Suburban Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-C4 Handwriting/Letter Formation
E2-C2 Handwriting/Cursive

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Listens to verbal clues to form letter while writing the letter it in cursive.	As student writes, give him verbal clues with which to associate the form of the letter, e.g. "up over the hill and back, straight up, straight down and up" for lower case a.	
Practices cursive formation of letters while saying verbal clues to self.	Then, as the student practices, he can say the same, thus reinforcing his kinesthetic and visual preception of the form of the letter.	

Accession Number 53337

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53337
TITLE: LETTERS IN BLOCKS
AUTHOR(S): C. McKeever ID #27
SOURCE: Suburban Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
E2-07 Handwriting/Spacing
E2-06 Handwriting/Manuscript

CONSIDERATIONS FROM EDITOR(S):

This helps a student who has difficulty with spacial orientation to get used to using lined paper.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Follows square forms in order to write letters.	Draw squares on regular primary paper to indicate the space in which the student is to write each letter.	Primary paper

Accession Number 53338

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53338
TITLE: WRITING NUMBERS IN BLOCKS
AUTHOR(S): C. McKeever ID #27
SOURCE: Suburban Unit
EDITOR(S): P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-06 Numeration/Numbers (matching, writing, concept)

CONSIDERATIONS FROM EDITOR(S):

For a student who has difficulty with eye-hand coordination needed to write numberals.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Practices writing numerals in rectangles.	Prompt student to practice writing each number in a rectangle, emphasizing which part of each numeral touches which side of the rectangle.	

Accession Number 53339

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53339
TITLE: COUNTING EVERYTHING WHEN IN USE
AUTHOR(S): C. McKeever ID #27
SOURCE: Suburban Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F1-03 Numeration/Counting (Cardinal Concepts)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to count in sequences with practical application.	Besides counting objectes, prompt the student to count actions while handling something manipulative. For example, count staples as he operates a stapler, count holes as he operates a puncher, count prints as he operates a stamper etc.	

Accession Number 53340

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53340
TITLE: GAME FOR NAMING BODY PARTS
AUTHOR(S): D. Johnson ID #08
SOURCE: Middle Urban Unit
EDITOR(S) P. Seeger, CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

Concentrates on head, hands, arms, feet, legs, hair, eyes, nose, mouth, ears, chin, elbow.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Describes doll.	Place doll on magnetic surface or stand it in chalk tray. Have student tell about the doll.	Girl Maniken (Peabody Kit Level P)
Names and points to doll body parts with assistance.	Work with student by naming and pointing to body parts named above. After naming and pointing to each one, prompt the student to do the same. Some names may need to be pointed to more than once.	Large sheet of drawing paper.
Listens to poem and watches actions to poem.	Play Touching Game. Read and pantomine poem. After first reading the students join in the actions.	
Recites poem and follows through motions of poem.	TOUCH YOUR NOSE TOUCH YOUR CHIN THAT'S THE WAY THIS GAME BEGINS TOUCH YOUR EYES TOUCH YOUR KNEES NOW PRETEND YOU ARE GOING TO SNEEZE (Put finger under nose) TOUCH YOUR HAIR TOUCH ONE EAR TOUCH YOUR TWO RED LIPS RIGHT HERE TOUCH YOUR ELBOWS WHERE THEY BEND THAT'S THE WAY THIS GAME ENDS.	
Traces doll on large paper.	Follow up by tracing doll on large drawing paper	
Draws eyes, nose, mouth, ears, fingers, toes, dress on drawing.	Draw on eyes, nose, mouth, ears, finger, toes, dress.	
Colors doll and cuts it out.	Color and cut out.	

Accession Number 53342

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53342
TITLE: Visual Discrimination of Head and Facial Parts
AUTHOR(S): D. Johnson ID #08
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Review words as head, eyes, nose, mouth, hair, ears.	Doll Ditto page Plastic stick-on for facial features (available in Peadbody Kit Level P)
Points and names facial features on maniken.	Have student point to these on his body.	
	Display whole mainken on magnetic surface. Point to head, name. Work with student. Work with student to stick plastic features on head naming parts as you work.	
Recites poem and performs actions for poem.	Pantomine poem: This is the circle that is my head. (Raise arms around head to make big circle.) This is my mouth with which words are said. (points to mouth) These are my eyes with which I see. (Points to eyes.) This is my nose that is a part of me. (Points to nose) This is my hair that grows on my head. (Point to hair) This is my hate that is pretty and red. (Place paper hat over student's head and point to hat and feather.0 This is a feather so bright and gay. Now I'm all ready for school today.	
Writes names of each feature. Colors paper model. Completes faces on ditto model.	Follow-up: Student completes faces on printed page with model given to copy from. Color paper and write names.	

Accession Number 53343

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53343
TITLE: ASSEMBLING A MANIKEN
AUTHOR(S): D. Johnson ID #08
SOURCE: Middle Urban
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: MI-03 Self-Knowledge/Name/Touch Body Parts

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Present maniken on magnetic blackboard surface. Mix up body parts and scatter them around on board.	Maniken and body parts (Peabody Kit Level P)
Names body parts.	Prompt student to name body parts as you point to it and draw a line to it on the "whole doll".	Plastic facial
Discriminates between body parts and their location.	Follow-up activity: Present student with a page with picture of girl and with parts mixed up.	
Draws line from parts to related location.	Prompt student to draw line from part to it's place on doll. Student may use letter configuration of labeled part as clue if needed.	

Accession Number 53344

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53344
TITLE:	ASSEMBLING MANIKEN BODY PARTS
AUTHOR(S):	D. Johnson ID #08
SOURCE:	Middle Urban Unit
EDITOR(S):	P. Seeger

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: M1-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Mix up body parts in envelope. Distribute an evelope to each student in the group.	Maniken parts and facial features (Peabody Kit, Level P) 4 envelopes
Names body parts.	Have the students open envelopes and name parts they each have.	
Assembles maniken parts. Discriminates between body parts.	Ask students to assemble maniken as you call for various parts to be placed on magnetic surface. Start with body and use either boy's or girl's hair.	
Cuts out and pastes together paper body parts.	Follow-up activity: Cut out and paste together body. Page has entire body and body parts.	
Colors paper parts and glues them over correct place on doll.	Color parts and paste over correct place on doll.	

Accession Number 53345

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53345
TITLE: GUESSING GAME FOR NAMING BODY PARTS
AUTHOR(S): D. Johnson ID #08
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: MI-03 Self-Knowledge/Name/Touch Body Parts

CONSIDERATIONS FROM EDITOR(S):

This game may be used with methods #53343 and #53344

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Say "Let's play a game about guessing the parts of our body and what they do. Listen carefully and think." After each set of clues is identified strengthen each response by saying, "That is right. We (see) with our (eyes)."	
Demonstrates ability to name body parts.	We see with them. What are they? We hear with them. What are they? We eat with it. What is it? We smell with it. What is it? We touch with them. What are they? We clap with them. What are they? We run with them. What are they? We talk with it. What is it? We feel with them. What are they? We walk with them. What are they? We stand with them. What are they?	

Accession Number 53346

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53346
TITLE: LEARNING NAMES OF CLOTHING
AUTHOR(S): D. Johnson TD #08
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-07 Dressing/Undressing/Identifies

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Present cards one at a time. Say, "I have some pictures of clothes for you to see today. We are going to learn the names of these clothes."	Clothes picture cards. (Peabody Kit, Level P) or magazine cut outs.
Names clothing.	Present card, having students name. If students cannot name, give name and have students repeat it.	Paper doll Clothes Yarn sewing cards
Discriminates between pictures of clothing.	Place cards in chalk tray. Give name and have student come up to cards and point to card. Play memory game with cards by placing cards in chalk tray.	
Demonstrates ability to determine when an article of clothing is missing. Demonstrates the ability to determine clothing from games clues.	Have students look at the cards and try to remember what is there. Students hide their eyes as you remove a card and then they say what is missing. Variation of memory game is to place cards in tray. While students are hiding their eyes, mix up the order of the cards. Have students place the cards in order and name each item.	
Laces clothing on paper doll.	Follow up activities: Have students lace clothes on paper doll.	
Collects magazine pictures of clothing and pastes pictures onto pictures of body parts.	Use pictures of body parts - head, arm, leg - pasted on separate sheets of paper. Have collection of clothing pictures from magazines. Paste clothing pictures on appropriate sheets.	

NLRC/P

Accession Number 53347

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53347
TITLE: DRESSING A MANIKEN
AUTHOR(S): D. Johnson ID #08
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: J9-07 Dressing/Undressing/Identifies

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between body parts.	Interact in doll play situation by telling student to: Put something on head; Put something on hand; Put something on legs, feet, arms, back, finger, wrist, shoulder.	Maniken vinyl clothing parts (Peabody Kit, Level P) Paper doll and clothes.
Determines which articles of clothing are related to which body parts.	Reinforce speech patterns by saying and having student repeat. The (ring) is on my (finger), watch on wrist, shoe on foot, hat on head, sweater on back, purse on shoulder, etc. Follow-up activity: magazine activity from method #55346	

Accession Number 53348

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53348
TITLE: POSITIONING TO DECREASE MUSCLE TONE AND REDUCE FLEXOR TONUS
AUTHOR(S): A. Miller ID #33
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebal Palsy

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits properly at desk.	To correct poor sitting posture at desk, position desk seat so that the student's feet are flat on the floor with knees slightly higher than the hips. Position desk top to student's elbow height. Cushion chair back.	Cushion (can be from two telephone books covered with naugahide).
Sits correctly in wheelchair.	To correct wheelchair sitting, cover a board and place at back. Cover board and place on seat. Position tray at student's elbow height. Position foot rest so that feet are flat and knees are slightly higher than the hips.	Wheelchair board.
Lies in prone position on floor.	To position student on the floor in sitting position. Student sits in circle-sitting position (hips and knees flexed with soles of feet together).	
Sits in long-sitting position.	Sits in long-sitting position (upright with knees extended and hips in slight external rotation).	
Sits in side-sitting position.	Sits in side-sitting position (both sides). On right side knees are bent to the right and feet point to the left and right hand is on the floor by the right hip. Student is strongly discouraged from sitting on his heels.	

NLRC/P

Accession Number 53348

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Actively works while positioned on proning board.	Use of proning board - a slant board which holds the student in a fully extended, symmetrical, prone, weight-bearing position. (Plans included). Student is free to carry on any classroom desk activity. Put student on board (strapped at hips) without braces; 20 minutes in a.m.; with brace; 20 minutes in p.m.	Proning board

Adjustable Prone Standing Table

CHRISTINA HOM, B.S.,
BARBARA WHISTLER, B.A.,
and KOSMOS HEISLER

A prone standing table with adjustable features may be helpful to children who can benefit from being in the prone position. Back, trunk, leg, and arm extension can be increased, neck extensors strengthened, and head control developed with a child on the prone standing table. The table may be used to stretch hip flexors by padding under the thighs while legs are hyperextended. Placing the child in the kneeling position on the table may help break up a flexion pattern from the strong tonic labyrinthine reflex. The prone standing table also allows positioning for varying degrees of weight bearing by elevating or lowering the upper part of the table; this adjustment feature is very useful following lower extremity surgery. The unit has been successfully used in the classroom, the home, and the therapy unit.

The child is placed with his chest on the upper resting platform, his hips on the lower resting platform, and his feet in the footrest box. The footrest box may be placed between the two platforms if the child is placed in a kneeling position (Fig. 1). A padded belt, at least five centimeters wide, may be used to secure the child around his hips. A padded belt may also be used around his chest, but it will limit the amount of movement that is possible.

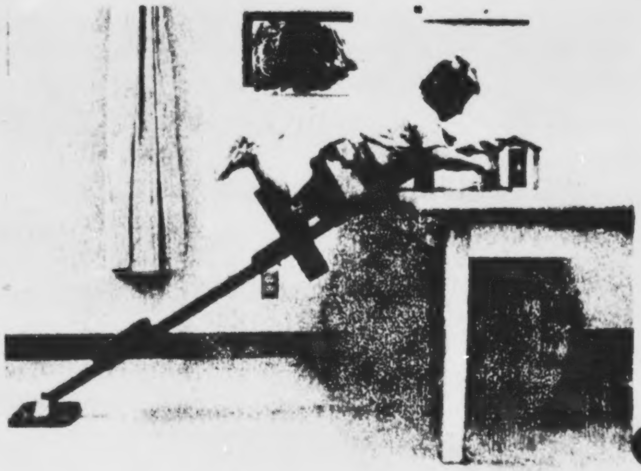


Fig. 1. Prone standing table with footrest box between resting platforms.

Figure 2 gives the diagram of the table with dimensions. The materials, dimensions, and their use are summarized in the Table.

A hole can be made in the top layer of each resting platform (offset from the adjusting screw-bolt) to keep the platforms inflated. Both layers of the resting platforms are covered with Naugahyde. Pine is used for all gliding surfaces. The specifications as presented have been tested with the maximum weight of fifty kilograms.

Acknowledgment. Miss Gantenbein, Das Kinderspital, Zurich, Switzerland, is responsible for the general idea for this table.

Mrs. Hom was a staff therapist with the Crippled Childrens Services, Sacramento County Health Department, at the time the suggestion was written. Her present address is: 913 12th East, Seattle, Washington 98102.

Mrs. Whistler, an occupational therapist, is Supervising Therapist, Crippled Childrens Services, Sacramento County Health Department, Sacramento, California 95814.

Mr. Heisler is employed at the Orchard School, 1040 Q Street, Rio Linda, California 95673.

Accession Number 53349

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53349
TITLE: POSITIONS TO DECREASE MUSCLE TONE AND REDUCE FLEXOR TONUS
AUTHOR(S): A. Miller ID #33
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/ Cerebal Palsy

CONSIDERATIONS FROM EDITOR(S): Use of reflexes, postures and deformities being prevented specifically are the tonic labytrinthing (flexor hypertonus when prone) to asymmetrical tonic neck (when the head is turned the limbs on the face side extend) and a beginning scoliosis (spixal laterial curvature).

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Assumes prone position and holds head midline	1. Position student prone lying, arms at side, palms down, head in midline. (Tap elbows to help straighten, push down firmly on top of head to keep in midline.)	
While prone, propped on elbows, holds head midline with assistance.	2. Position student prone, prop on elbows, head in midline.	
While prone is propped on hands with assistance.	3. Position student prone, prop on hands with straight elbows. Tap elbows to keep straight (hips should remain extended.)	
Prone on scooter board, pulls with two hands, and pushes away with assistance.	4. Position student prone on scooter board, pull with two hands together head in midline. Hold onto stick, baseball bat, inner tube strip and alternately pull up to and push away from object.	
Assumes all-four position after prone and on elbows.	5. Student assumes all-four position after assuming positions 1-3. Rock forward to carry even weight on upper extremities.	
Assumes kneeling position with knees directly under hips with assistance.	6. Student assumes kneeling position. Aide helps to maintain hips in extension by placing hands over student's hips and pressing down and in toward spine. Help to align spine by alternately tapping lateral trunk, shoulders and hips. Watch that knees are directly under hips.	

NLRC/P

Accession Number 53349

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Assumes all-four position and turns head to each side with assistance.	7. Student assumes all-four position; turn head to each side while maintaining extended elbow position, i.e., when head is to the left, the right elbow will have to be tapped to keep right fully extended and vice-versa.	
In supine position turns head from side to side while maintaining position	8. Position student supine-lie straight: head in midline, armws at sides, palms up. (Knees may have to be flexed if muscle tone is high.) Student actively turns his head from side to side while maintaining position of head.	
Standing, keeps knees straight and arms extended in external rotation with assistance.	9. When standing, student should be assisted to keep knees straight and arms extended in external rotation (palms forward).	

Accession Number 53350

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53350
TITLE: DISPLACING STUDENT'S CENTER OF GRAVITY
AUTHOR(S): A. Miller ID#33
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebal Palsy

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Prone, on elbows, pulls to opposite side with assistance.	Position student prone on elbows, tap student (push gently) to the side, the head and trunk will pull toward the opposite side.	Tilting board (or movable platform)
Kneeling upright pulls to opposite side with assistance.	Position student upright kneeling, tap student to the side, the head and trunk should pull to the opposite side, while the leg and the arm also on the high side, should move away from the body.	
Lies prone on movable platform. Lies supine on movable platform	Displace the student's center of gravity by placing him on a movable platform such as a tilting board, in prone, supine, sitting, kneeling positions.	
Kneels on movable platform. Straddles cardboard tube.	Displace the student's center of gravity by sitting him (straddled) on a large cardboard tube. The knees should be higher than the hips and the knees flat.	Cardboard tube

Accession Number 53351

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53351
TITLE: INCREASING VISUAL FOCUS AND ATTENTION
AUTHOR(S): A. Miller ID #33
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebal Palsy

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Place student in position where muscle tone is normal to allow eye and head movements to be disassociated. Proning board positions are best.	
Demonstrates ability to follow objects horizontally and vertically.	Have student follow a flashlight, a musical or interesting toy horizontally then vertically. Care should be taken that the movement is slow as it crosses the midline.	

Adjustable Prone Standing Table

CHRISTINA HOM, B.S.,
BARBARA WHISTLER, B.A.,
and KOSMOS HEISLER

A prone standing table with adjustable features may be helpful to children who can benefit from being in the prone position. Back, trunk, leg, and arm extension can be increased, neck extensors strengthened, and head control developed with a child on the prone standing table. The table may be used to stretch hip flexors by padding under the thighs while legs are hyperextended. Placing the child in the kneeling position on the table may help break up a flexion pattern from the strong tonic labyrinthine reflex. The prone standing table also allows positioning for varying degrees of weight bearing by elevating or lowering the upper part of the table; this adjustment feature is very useful following lower extremity surgery. The unit has been successfully used in the classroom, the home, and the therapy unit.

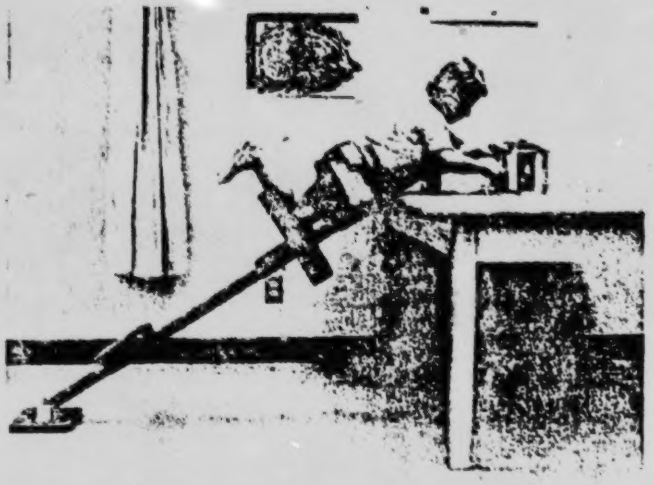


Fig. 1. Prone standing table with footrest box between resting platforms.

The child is placed with his chest on the upper resting platform, his hips on the lower resting platform, and his feet in the footrest box. The footrest box may be placed between the two platforms if the child is placed in a kneeling position (Fig. 1). A padded belt, at least five centimeters wide, may be used to secure the child around his hips. A padded belt may also be used around his chest, but it will limit the amount of movement that is possible.

Figure 2 gives the diagram of the table with dimensions. The materials, dimensions, and their use are summarized in the Table.

A hole can be made in the top layer of each resting platform (offset from the adjusting screw-bolt) to keep the platforms inflated. Both layers of the resting platforms are covered with Naugahyde. Pine is used for all gliding surfaces. The specifications as presented have been tested with the maximum weight of fifty kilograms.

Acknowledgment. Miss Gantenbein, Das Kinderspital, Zurich, Switzerland, is responsible for the general idea for this table.

Mrs. Hom was a staff therapist with the Crippled Childrens Services, Sacramento County Health Department, at the time the suggestion was written. Her present address is: 913 12th East, Seattle, Washington 98102.

Mrs. Whistler, an occupational therapist, is Supervising Therapist, Crippled Childrens Services, Sacramento County Health Department, Sacramento, California 95814.

Mr. Heisler is employed at the Orchard School, 1040 Q Street, Rio Linda, California 95673.

Accession Number 53352

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53352
TITLE: INCREASING STRENGTH OF KNEE EXTENSION
AUTHOR(S): A. Miller ID #33
SOURCE: Middle Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES: 13-09 Adaptive Physical Education/Cerebal Palsy

ONSIDERATIONS FROM EDITOR(S):

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
	Position student in all-four position in good alignment.	
From an all-four position, crawls backwards.	Apply pressure to the heel of the foot as the student crawls backward. (Do not let the student turn his head to either side, especially the side on which he is extending the leg.)	
Sits on instructor's lap and slowly assumes a standing position with assistance.	Kneel-sit on the floor with back straight. Prompt student to sit on your lap in good alignment with arms in external rotation (palms forward). Student slowly stands while you place his hands on the knees and assists in keeping them extended and the legs outwardly rotated.	
Stands against wall, slowly extends and reflexes knees.	Prompt student to stand against wall, arms down at side, palms forward. He then alternately actively extends and relaxes knees. The position of the arms helps to keep the hips externally rotated.	

Accession Number 53355

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53355
TITLE: ADDING WITH A CHART WITH SUMS UP TO TEN
AUTHOR(S): Samsak
SOURCE: Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: F2-11 Addition/Commutative Principle

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates understanding of the commutative property of addition.	Encourage student to make an addition chart with sums up to 10. Each number shaded a different color. Prompt students to make up number stories for each sum and its inverse (i.e. vertical 6 + horizontal 3 and horizontal 6 and vertical 3, both equal 9). Numbers stories for 4:	Paper

$$\begin{array}{r}0\\+4\\\hline\end{array}\qquad\begin{array}{r}4\\+0\\\hline\end{array}\qquad\begin{array}{r}3\\+1\\\hline\end{array}\qquad\begin{array}{r}1\\+3\\\hline\end{array}\qquad\begin{array}{r}2\\+2\\\hline\end{array}$$

+	0	1	2	3	4	5	6
0	0	1	2	3	4	5	6
1	1	2	3	4	5	6	7
2	2	3	4	5	6	7	8
3	3	4	5	6	7	8	9
4	4	5	6	7	8	9	10
5	5	6	7	8	9	10	11

Accession Number 53356

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53356
TITLE: CONSONANT CLUSTER ENRICHMENT
AUTHOR(S):
SOURCE: Urban Unit
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: D2-01 Phonics/Blend (Final)

CONSIDERATIONS FROM EDITOR(S):

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Discriminates between final consonant clusters lk and nk.	Prompt student to look at picture and decide if it ends in lk or nk and circle ending. (p.9)	Ginn Word Enrichment Program Level III. (pages 6--14)
Builds words with endings lk and nk.	Prompt student to look at picture and ending and write in the missing beginning consonant. (p.10)	
Recognizes words with lk and nk endings in context.	Use flashcards with endings and substitute beginning consonants.	
	Orally read two sentences and decide which sentence describes the picture. (p. 11)	
	This same procedure can be applied to ll, ss, ck and sk from pages 12, 13, 14, 6, 7 and 8.	

Accession Number 53360

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53360
TITLE: NAME GAME
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity & Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	A1-06	Auditory Discrimination
	M1-05	Self Knowledge/Responds to Name
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to respond to name	Play game of giving simple directions preceded by naming each pupil. Condition student to listen and to respond only to his name.	

Accession Number 53361

NLRC/P

SER-LARS Report E
Instructional Methods

ACCESSION NUMBER: 53361
TITLE: NAME GAME
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity & Game Suggestions For The Trainable Mentally Retarded
EDITOR/S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:		
	A1-06	Auditory Discrimination
	M1-05	Self-Knowledge/Responds to Name
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments; gym, classroom, playground
Level: Prim., Pre-Voc.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in circle around another student	The students sit in chairs in a circle with one player in the center. The center player calls out the names of any two other players and then the word "go". On "go" the two students named change seats while the namer tries to sit on one of the vacated seats. The one who succeeds is the one who gets to the chair. The other student attempts the same process.	Chairs
Demonstrates ability to respond to name and attempt to change seats		

Accession Number 53362

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53362
TITLE: MUSICAL CHAIRS GAME
AUTHOR(S): M.R.Carney, K.Mathison-Mar County Assoc. for Retarded Children
SOURCE: Activity and Game Suggesti For The Trainable Mentally Retarded
EDITORS: P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
AI-06 Auditory Di mination
M1-05 Self-Knowle Responds to Name
14-00 Recreation Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: Prim,. Pre-voc

SEQUENTIAL STUDENT TAS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Marches around chairs in a circle until music sto	Students march around a circle of chairs one less than the number of students to the rhythm of music. When the music tops each student sits down. The one maining standing is out. Reduce the mber of chairs by one each time a udent loses and the winner is the last dent seated.	Chairs, tape or record player
Sits down in available chair	ATION. Classroom. When musical c rs is played in the classroom the p rs should march in single file up one aisle and down the next. When a player misses a chair his name is put on the blackboard. When a player's name appears on the blackboard three times, he is eliminated.	

Accession Number 53363

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53363
TITLE: FIND THE BELL GAME
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-06 Auditory Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to follow and locate sound	Teacher selects one student, occludes his vision. Teacher explains that student is to find the sound by walking or crawling toward it as teacher rings bell until he finds it. ADAPTATIONS: Student who is nonambulatory may crawl, roll, point, or turn head toward sound to indicate awareness and location.	Handbell or other type noisemaker, blindfold

Accession Number 53362

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53362
TITLE: MUSICAL CHAIRS GAME
AUTHOR(S): M.R.Carney, K.Mathison-Mar County Assoc. for Retarded Children
SOURCE: Activity and Game Suggesti For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:			
	A1-06	Auditory Di	mination
	M1-05	Self-Knowle	Responds to Name
	14-00	Recreation	Playground Activities

ONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: Prim,. Pre-voc

EQUENTIAL STUDENT TAS	IMPLEMENTER ACTION	EDIA/MATERIALS
Marches around chairs in a circle until music sto	Students march around a circle of chairs one less than the number of students to the rhythm of music. When the music tops each student sits down. The one maining standing is out. Reduce the mber of chairs by one each time a udent loses and the winner is the last dent seated.	Chairs, tape or record player
Sits down in available chair	ATION. Classroom: When musical c rs is played in the classroom the p rs should march in single file up one aisle and down the next. When a player misses a chair his name is put on the blackboard. When a player's name appears on the blackboard three times, he is eliminated.	

Accession Number 53363

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53363
TITLE: FIND THE BELL GAME
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:
A1-06 Auditory Discrimination
14-00 Recreation and Playground Activities

ONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: All

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Demonstrates ability to follow and locate sound	Teacher selects one student, occludes his vision. Teacher explains that student is to find the sound by walking or crawling toward it as teacher rings bell until he finds it. ADAPTATIONS: Student who is nonambulatory may crawl, roll, point, or turn head toward sound to indicate awareness and location.	Handbell or other type noisemaker, blindfold

Accession Number 53364

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53364
TITLE: LOUD AND SOFT GAME
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: AI-06 Auditory Discrimination

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom
Level: Pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Imitates teacher's actions Demonstrates auditory discrimination	Students may be seated on floor or at a table. Teacher explains that she is the leader and they are to listen and do exactly as she says. Teacher then raises hands in the air (fast or slow), and brings hands down on floor (or table top) loud or soft. Just before she does this she says whether students are to hit loud or soft. Also instructions can be given for fast and slow, up and down. Students can also be leaders. (Example: put your hands up real fast; now bring them down slowly and be very quiet.)	Chairs & table

Accession Number 53365

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53365
TITLE: GREETINGS
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-06 Auditory Discrimination
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: Pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to respond to name Demonstrates ability to respond to greeting	Students may line up, sit on chairs, or floor. Teacher greets students appropriately with hand shake and says, "Good morning, Mary (student's name)" or "Good afternoon." Student should be encouraged to respond appropriately. Students may also be instructed to greet immediate neighbors or a specific person designated by teacher.	

Accession Number 53366

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53366
TITLE: TOP DOG -- TUG-O-WAR GAME
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays tug of war with a partner	This game is very similar to tug of war, except the students are paired against each other starting with any two students. The winner of the first contest is paired with a different student and they pull to see who can win by pulling the other student across the middle line. This continues until only one student is unbeaten.	Rope

Accession Number 53367

SER-LARS Report E 3
Instructional Methods

NLRC/P

ACCESSION NUMBER:	53367
TITLE:	TUG OF WAR GAME
AUTHOR(S):	M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S	P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Holds rope and attempts to pull opposing group across line	The class is divided into two equally numbered groups. They take hold of the rope and on a given command attempt to pull the opposing groups across a given line that is determined before beginning the game.	rope

Accession Number 53368

NLRC/P

SER LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53368
TITLE: ROLLER SKATING
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to roller skate.	Students may skate on any hard surface including gym floors, tile floors, and cement. Learning basic skills of roller skating should be taught first. After the students have mastered these, the addition of competitive games such as relays and races will enhance the value of roller skating to the total program.	Roller skates

NLRC/P

SER-LARS Report E-C
Instructional Methods

ACCESSION NUMBER: 53369
TITLE: LIND CLIMBER ACTIVITIES
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Acitivity and Game Suggestions For the Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	The Lind Climber is one of the most versatile pieces of equipment in the field of elementary physical education today. It is excellent for developing coordination, strength, balance and agility. The beams, ladder and slide can be placed in nearly unlimited positions. Each variation creates new possibilities for climbing, vaulting, hanging, crawling, swinging, and jumping, as well as creative activities. The following are "class-tested" activities.	Gen. Phys. Fitness Lind Climber
Walks up ladder on all fours or in an erect position. Goes up the slide and down the ladder.	Picture A -- Prompt student to walk up ladder either on all fours or in an erect position, cross the beams and slide or run down the slide. Go up the slide and down the ladder.	
Climbs second beam. Vaults over beam. Climbs over beams. Crawls under the top beam and over lowest beam, around second, over top beam.	Picture A (without slide or ladder) -- Climb to second beam; place hands on top beam and vault over, landing softly. Climb over beams, return in opposite direction. Stand facing top beam, place hands on beam; crawl under the top beam and over the other two beams, feet first. Climb over the lowest beam, around second beam, then over the top beam.	

NLRC/P

Accession Number 53369

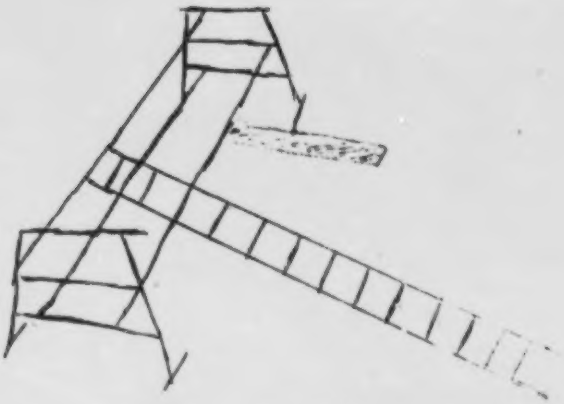
Continued

SER-LARS Report E-3
Instructional Methods

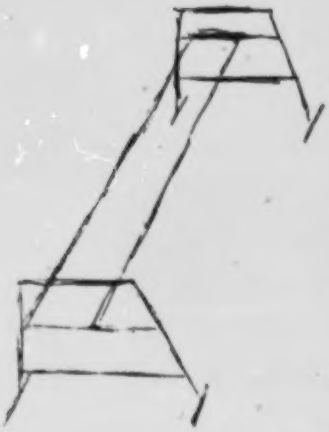
SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Activities for improving balance and posture:	
	Picture A -- Walk up and later down the ladder, first on runners and later on rungs. Walk up beams and jump down, landing softly.	
Walks across beam doing various steps. Walks backward length of beam. Walks halfway and turns. Walks forward, tossing ball. Walks forward, through hoop. Walks forward balancing something on his head. Walks forward doing deep knee bends halfway across.	Picture C (balance beam activities)- Place beam on level suitable for ability of children. Walk across beam doing various steps such as: toe-heel, swing step, and step-hop. Walk backward the length of the beam. Walk halfway, turn on balls of feet, and continue in same direction. Walk forward, tossing a ball, walking through hoop, balancing something on the head, doing deep knee bends half way across, etc.	
	For Strengthening the upper back and shoulders:	
Crab walks length of beam. Crab walks length of ladder.	Picture B -- Do the crab walk the length of the beams. Crouch under the beams, hang by hands and feet and travel the length of the beams. Crouch under the ladder, place hands and feet on rungs and walk length of the ladder in this position.	
Walks up rungs of ladder and runs down the slide.	Picture A -- Walk up rungs of ladder and run down the slide.	
	Picture C -- Do all balance beam activities barefoot.	

Diagrams for Method #53369

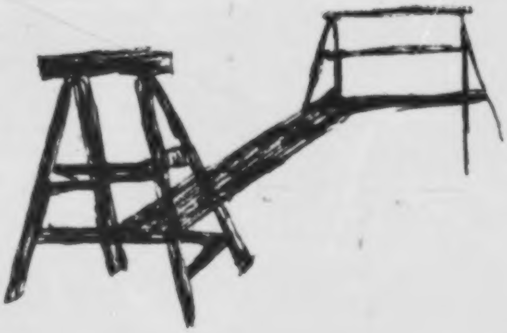
Picture A



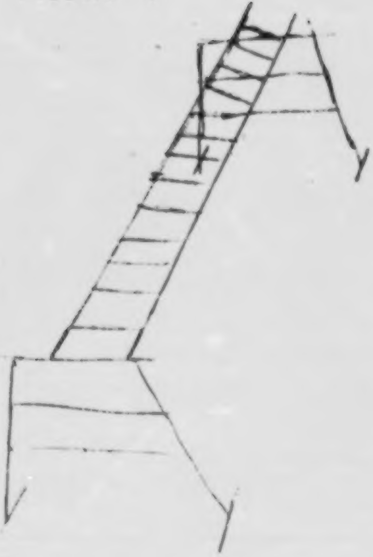
Picture B



Picture C



Picture D



Accession Number 53370

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53370
TITLE: BARREL ACTIVITY I
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, primary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to roll.	Student lies on back or stomach inside barrel, arms inside. Instruct student to make the barrel "go" or "roll". When he understands and can do this, have him roll a certain number of times to the L. and then a certain number of times to the R. Vary the order and number of times; have him plan how many times and the direction. (Example -- Roll two full turns to the L., one full turn to the R. and stop). PRECAUTION: Do not let student get fingers pinched on edge of barrel. Keep arms inside.	barrel

Accession Number 53371

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53371
TITLE:	BARREL ACTIVITY II
AUTHOR(S):	M.R.Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S):	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF EARNING OBJECTIVES:

11-01	Gross Motor/Balance
A5-01	Tactile Acuity
A5-03	Tactile Discrimination
14-00	Recreation and Playground Activities

ONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-school, primary

EQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	EDIA/MATERIALS
Creeps through barrel	(Not essential that barrel is placed on mat) Student is instructed to creep on all 4's through the barrel. Barrel may be stabilized by blocks or weights on either side or by instructor if student is fearful of barrel moving	barrel, mat

Accession Number 53372

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53372
TITLE: BARREL ACTIVITY III
AUTHOR(S) M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR'S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, primary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Rolls over barrel.	Have student roll over barrel on stomach, reach with both hands to catch himself as he goes over. Repeat the word "over" as he does so or "go over the barrel."	barrel, mat

Accession Number 53373

NLRC/P

SER-LARS Report E 3
Instructional Methods

ACCESSION NUMBER: 53373
TITLE: BARREL ACTIVITY IV
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, primary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Straddles barrel and remains on top when barrel is rolled.	Place barrel on floor. Student straddles barrel and places hands in front on barrel. Teacher rolls barrel from side to side, slowly, while student attempts to stay on top. If barrel is rolled in one direction, student must slide body on barrel in order to stay on top and in the middle. Feet should not be allowed to touch floor.	barrel

Accession Number 53374

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53374
TITLE: TIRE WALK
AUTHOR(S): M.R. Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks around tire. Walks on tire.	Have student walk around tire, on tire, or step in and out of many tires. It may be necessary to hold onto one or both hands of student when he walks on edge of tire.	old tires

Accession Number 53375

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53375
TITLE: INNER TUBE FUN
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-01	Gross Motor/Balance
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks on inner tubes. Passes inner tubes over his body. Sits on inner tubes. Rocks on inner tubes. Dives or crawls through inner tubes. Rolls on inner tubes.	Have student walk on inner tubes, pass them over his body, sit on them and rock, dive or crawl through them while tube is being held up, roll on them.	inner tubes (inflated)

Accession Number 53376

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53376
TITLE: TIN CAN STILTS
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: primary, pre-vocational

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks on stilts.	Cut off lid of can, turn over, punch holes in sides near top, tie ropes through holes. Make rope length to fit student (about waist high as student stands on top of cans). Help student at first while he is learning. Races can be run, or go through obstacle courses while on stilts.	empty #10 cans rope heavy metal punch

NLRC/P

Accession Number 53377

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53377
TITLE: STEPPING STONES
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playgroung
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Steps on designated spots.	Pieces of construction paper are placed on the floor at various intervals. Students are instructed to step on them as though they were stepping on stones. They are not to step on the floor where there is no "stepping stone".	Construction paper

Accession Number 53378

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53378
TITLE: SCOOTER BOARD TRAIN
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for the Trainable Mentally Retarded
EDITOR(S)

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playgroung Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, playground
Level: pre-school, primary

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits on moving scooter. Demonstrates ability to balance on a moving object.	Several scooter boards may be tied together with rope. Each should be approximately one foot apart from the next. Students sit on the boards and are pulled along by the teacher. Students may be also lie prone on boards while being pulled. Take turns at being the last one (the caboose) on the train.	Scooter boards Rope

NLRC/P

Accession Number 53379

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53379
TITLE: BEAN BAG BALANCE
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environment: gym, playground
Level: all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to balance beanbag on head.	Student can have a contest to see who can sit still the longest to keep beanbag balanced on his head. Students can also have relay races or just walk around the room with beanbag on head.	Bean bags

Accession Number 53380

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53380
TITLE: BEAN BAG RACE
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to balance beanbag on head while walking.	The player has a bean bag placed on his head and is instructed to walk with it to a certain point and return. The next player does the same until all players have had an opportunity to walk with the bean bag on their head.	Bean bag

Accession Number 53381

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53381
TITLE: WALKING THE LINE
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to walk between two lines.	Instead of walking on a balance beam, walk between two lines made with masking tape or chalk. Gradually narrow space between lines of tape.	

Accession Number 53382

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53382
TITLE:	HOPSCOTCH
AUTHOR(S):	M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Childre
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:

11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hops from one spot to another and hold balance.	Squares and rectangles are drawn with numbers on foot prints inside in a sequential pattern. The player attempts to hop from each square according to the square without stopping. This can be repeated or discontinued at any time.	Chalk or tape

Accession Number 53383

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER: 53383
TITLE: GYMNASTIC SERIES
AUTHOR(S): M.R. Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Acitivites
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	The following gymnastic series is so developed that the teacher can lead each of these activities on a one-to-one basis or on a group basis. The activities are done to a musical background and a progressive degree of difficulty. The records used can be obtained through Folkraft Records, Newark, New Jersey. Rhythms for Group Activities, Folkraft Album 22 is the program to be used. The following lists the records and the activities which are to be used with each record.	
Performs various gymnastic activities to music.	Estudientina: Ball bouncing, jump rope, modern dance--leg swings, stretches and bounces. Gold and Silver: Ball bouncing, jump rope, modern dance--arm swings. Two Hearts In 3/4 Time: Ball bouncing modern dance--body swings. Humoresque: Ball bouncing, jump rope, gymnastics--simple series, modern dance--jumps bounces, walk variations. New American Promenade: Ball bouncing, jump rope, gymnastics--intermediate series, marching--marching practice, small group routine, modern dance--sustained arm movement. Pinzgauer March: Ball bouncing, jump rope, gymnastics--advanced series, marching--marching practice, parade routine.	

Accession Number 53384

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53384
TITLE: SIMPLE GYMNASTIC SERIES
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Marches forward and backward. Runs in place.	1. Marching forward and backward for 4 counts combined with running in place for 16 counts.	Record - Humoresque
Bends and stretches.	2. Trunk bending and stretching, 8 counts each.	
Alternately hops in rhythm	3. Alternate hopping in cumulative rhythm beginning on the left foot. (8-8, 4-4, 2-2, 1-1, 1-1)	
Flings arms backward.	4. Arms fold standing, arms flinging backwards while standing for 16 counts.	
	5. 8 counts of jumping jacks.	

Accession Number 53385

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53385
TITLE: INTERMEDIATE GYMNASTIC SERIES
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
13-08 Adaptive Physical Education/Trainable Mentally Retarded
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Runs and jumps in place alternately.	1. Easy running in place alternated with jumping.	Record - New American Promenade
Stretches and bends down to floor.	2. Standing erect with arms stretched above head, bend trunk to touch floor in 4 counts and repeat 8 times.	
Jumps with alternate toe-touching.	3. Feet, shoulder distance apart, easy jumping with alternate toe-touching sideward and forward beginning to the left. Repeat 8 times.	
Flings arms sideward.	4. Arms folded, fling arms sideward and palms upward, repeating 8 times.	
Bends laterally to the left and to the right.	5. Lateral bending 8 times to the left and 8 times to the right. Each bend should take 2 counts repeating one time.	
Jumps in place and alternately bends arms and stretches upward, sideward, forward, and downwward.	6. Easy jumping in place with alternate arms bending and stretching upward, sideward, forward, and downward. Repeat one time.	

NLRC/P

Accession Number 53386

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53386
TITLE: ADVANCED GYMNASTIC SERIES
AUTHOR(S): M.R.Carney, K.Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS
OF
LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
13-08 Adaptive Physical Education/Trainable Mentally Retarded
11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: Primary, pre-vocational

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Performs jumping jacks in place with double arm bending and stretching upward, sideward, forward, and downward.	1. Jumping jacks in place and three jumps in place with double arm bending and stretching upward, sideward, forward, and downward. Repeat 4 times.	record- Pinzgauer March
Twists and bends, reaching from right to left, with hands touching toes. Circles arms in opposite directions.	2. Trunk twisting and bending, reaching from left to right with hands touching toes with each movement taking 2 counts and repeating 8 times.	
Twists and bends, reaching from right to left, with hands touching toes. Circles arms in opposite directions.	3. Double arm circling in opposite directions beginning with the right arm going forward and reverse. (8circles in each direction, each)	
Touches toes alternately sideward and forward.	4. Standing--feet are shoulder distance apart, alternate toe-touching sideward and forward with knee lifting beginning with the left. Count 1--touch left toe side ward, hop on right foot. Count 2--bend left knee upward, hop on right foot. Count 3--touch left toe forward, hop on right foot. Count 4--bend left knee upward, hop on right foot. Repeat these four counts touching the right toe sideward bending the right knee, etc. while hopping on the left foot.	
	5. Hand squat sitting, alternate leg stretching sideways beginning to the	

NLRC/P

Accession Number 53386

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in hand squat position and stretches legs sidewards alternating left and right and alternately doing double knee stretch.	left alternated with double knee stretching.	

Accession Number 53387

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53387
TITLE: Trampoline Activities (Kephart)
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions for The Trainable Mentally Retarded
EDITOR(S) [illegible]ger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	When trampoline activities are first introduced, encourage, in fact, insist that the student get onto the device himself. If someone puts him upon it, his orientation isdisturbed and he becomes lost in space, unsure of the gap between him and the floor. Once the student is on the canvas have him:	trampoline
Maintains balance in place on all fours, kneeling, standing.	First step: Maintain balance in one place. Student should experiment on all fours, kneeling with back straight, standing erect.	
Shifts weight from side to side and fore and aft.	Second step: Make him, using the same position as above, shift him weight from side to side and fore and aft.	
Explores canvas.	Third step: He can move about the canvas, again in each of the previous positions. Have him explore the width and length of the canvas plus the give of the canvas as one, then another, limb leaves the surface while moving about. The student may spend weeks experimenting with these exploratory movements and learning about the device.	
	Fourth step: Have the student learn to control the body and its parts, maintaining his balance and orientation as someone else moves the canvas up and down.	

NLRC/P

Accession Number 53387

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
From various positions, bounces on trampoline.	(This can be done with a person on each side of the trampoline bouncing the canvas or one person up on the trampoline lightly jumping as he moves about the student on the canvas.) The student can be on his back, stomach, sitting with legs out straight and hands flat on the canvas, on hands and knees, kneeling or standing.) Bouncing is the most important activity of the trampoline and from this point the student should begin bouncing himself. If executed with balance and rhythm, the student will utilize 90% of the value of the device. a. The symmetrical-bilateral student automatically alternates if he does nothing but shift or move about on the canvas and advances even further as he does alternate jumping. b. The asymmetrical student must break out of his asymmetry as he jumps bilaterally if he is going to maintain balance. c. Differentiation and coordination of the 4 quadrants is introduced as the student moves about on all fours, but this is perfected as he uses the arms in a variety of patterns as he bounces.	
Bounces and jumps bilaterally while catching and throwing ball, beanbag, etc.	Fifth step: Bilateral Bouncing and Jumping a. Feet do not leave canvas. b. Feet leaving canvas. c. Starting and stopping on command. (Teach the student to stop bending his knees to take out the spring). d. Catching and throwing ball,	

NLRC/P

Accession Number 53387

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	bean bag, etc. while bouncing or jumping.	
Claps in front of body, behind, from front to back between legs, etc. in rhythm to jump.	e. Incorporate arm movements in the activity. 1. Clapping-- in front of behind from front to back, between legs, etc, in rhythm with the jump.	
Moves arms up and down at side and in front in rhythm with jump.	2. Moving arms up and down at side, and in front in rhythm with the jump.	
Swings arms at sides, forward, backward, and across front of body.	3. Swinging arms at sides, forward, and backward and across front of body and back.	
Swings arms in circles at sides, forward and backward, in front.	4. Swing arms in full circles at sides forward and backward; in front of self in overlapping circles.	
Moves hands out and back to shoulders in rhythm to jump..	5. Place hands on shoulders, then move hands out and back in various directions again keeping time with the jumping. (a) Out to side and back. (b) Out to front and back. (c) Over head and back.	
Jumps feet apart and together	6. Jump feet apart and together.	
Performs jumping jacks.	7. Perform jumping jacks, varying the arm positions as in b., c., and e.	
	Sixth step: Alternate and Unilateral Jumping	
Performs "Mexican Hat Dance"	a. "Mexican Hat Dance" Movement legs alternating front and back.	
	b. Alternate Jumping 1. From one foot to the other a. One jump on each foot. b. Two jumps on each foot. c. Two on one foot and one on the other-- reverse.	

NLRC/P

Accession Number 53387

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	2. One foot for extended periods of time (30-60) seconds. 3. Setting and changing the jumping pattern from visual clues. Instructor holds fingers indicating the number of jumps to be performed on each foot-- 2--2, 1--1, 2--1, 1--2, etc. As soon as the student begins to preform on his feet, it is necessary to have two, and when possible, four spotters about the trampoline to prevent any possibility of danger. However, the possibilities of a student sensible precautions are taken.	

Accession Number 53388

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53388
TITLE: Push-Pull Toys
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc, for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-sch., prim.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves about while pushing or pulling toys.	Encourage students to move about by pushing or pulling toys with handles or strings. ADAPTIONS: It may be necessary to adapt handles by making them larger or tying a loop on the end of a piece of string so students can hold into it.	

Accession Number 53389

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53389
TITLE: Obstacle Courses
AUTHOR(S): M.R. Carney , K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestons For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Demonstrates ability to motivate through a obstacle course.	In general, obstacle courses should challenge the students' motor abilities and at the same time be fun. A competititive atmosphere is sometimes good to motivate all to participate. The teacher should vary each course as much as possible, giving students a chance to go over, under, around and through an obstacle.	chairs tables boxes barrels inner tubes, etc.

Accession Number 53390

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53390
TITLE:	Leaning While Sitting
AUTHOR(S):	M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-01 Gross Motor/Balance

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sitting in a chair, leans from side to side.	While student is seated (on floor or in chair), have him lean to one side as far as he can without falling or being supported. Lean to the other side.	

NLRC/P

Accession Number 53391

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER:	53391
TITLE:	Hoppity
AUTHOR(S):	M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-01 Gross Motor/Balance 11-01 Gross Motor/Hop 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground

Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Hops over wooden blocks.	Blocks of wood are placed on the floor about a foot apart. The players take turns in trying to hop over them one by one, or they may stoop and pick up each block as they go.	blocks of wood

Accession Number 53392

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53392
TITLE: Hoops
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-11 Gross Motor/Jump
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks inside hoops or jumps from one to another	Place hoops on ground at various intervals. Instruct student to walk inside hoops or jump from one to another.	hoops, small an and large

Accession Number 53393

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53393
TITLE: Different Walks
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
11-22 Gross Motor/Walk
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks forward on curved path and up and down steps	Forward Walk--Walk straight on curved path to target goal and back; walk up and down steps.	
Walks backward on course and up and down steps.	Backward Walk--Walk backward following a predetermined course. Walk backward up and down steps.	
Walks sideways.	Walking Sideways--First walk to the right one step at a time. Next, cross left over right foot. Repeat moving to the left.	
	Variation: Walk and march to music and/or drum beat. Walk on tiptoe forward, backward, etc. Walk with arms out at sides, straight over head, etc. Walk over trampoline or air mattress.	

Accession Number 53394

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53394
TITLE: Jumping Rope
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
14-00 Recreation and Playground Activities
11-11 Gross Motor/Jump

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: prim., pre-voc.

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps with feet together Hops over rope on one foot. Steps over rope alternating right and left feet. Skips over rope.	I. Techniques A. jumping with two feet together B. hopping over the rope, one foot C. stepping or leaping over the rope alternating right and left feet. D. skipping over the rope E. any of the above are used-- 1. by an individual working alone 2. by groups of individuals working alone with own rope 3. by groups working with one rope II Practice Suggestions A. jumping, leaping, skipping, or hopping over a rope that is being swung rhythmically in an arc. B. repeat "A", rope swung over jumpers head (complete circle) C. moving as one jumps to form space or floor patterns. D. combinations of in place and moving jumps.	records-- Estudientina, Humoresque, New American Promentade, Pinagauer March

Accession Number 53395

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53395
TITLE: Blizzard
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Blows ping pong ball in front to goal line.	The players line up behind a line opposite a goal 10 feet distant. Each player has a ping pong ball in front of him and must blow the ball to the goal line. The first to reach the goal is the winner.	

Accession Number 53396

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53396
TITLE: Balloon Bust
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playgound
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Attempts to bust the balloon of other players with feet while protecting own balloon.	Give each player a balloon and tie it to his ankle on a string about 30" long. Music starts and all players attempt to bust the balloons of other players with their feet as they protect their own. The last player to have a balloon intact is the winner. (This can also be done with balloons tied to wheelchairs.) VARIATION: Divide players into two groups. Give each player an inflated balloon. At signal first two players run 10 feet to a chair, place the balloon hard enough to pop it. Then they run back to tag the next two players.	one inflated balloon for each player

Accession Number 53397

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53397
TITLE: Balance Beam Exercises
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, Classroom, Playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
	Balance beam exercises should be closely supervised at all times. It may be necessary to hold the student's hand when he first begins a new activity. Gradually decrease assistance as student increases in confidence and ability. Prompt student to:	
Walks forward, arms out at sides.	1. Walk forward, arms held out at sides.	
Walks backward, arms held out at sides.	2. Walk backward, arms held out at sides.	
Holds arms out at sides and walks to center, turns and walks backward.	3. Hold arms out at sides, walk to middle, turn around and walk backward.	
Walks to center, turns and walks sideways.	4. Walk to center, turn and continue walking sideways (left side or right side).	
Walks forward with L foot in front of R.	5. Walk forward with L foot always in front of L.	
Walks forward with R foot in front of L.	6. Walk forward with R foot always in front of L.	
Walks backward L foot in front of R.	7. Walk backward with L foot always in front of R.	
Walks backward with R foot in front of L.	8. Walk backward with R foot always in front of L.	
Walks forward with hands on hips.	9. Walk forward with hands on hips.	
Walks backward with hands on hips.	10. Walk backward with hands on hips.	
Walks forward and picks up eraser from center of beam.	11. Walk forward and pick up chalk eraser from middle of beam.	

NLRC/P

Accession Number 53397

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Walks forward with eraser balanced on top of head.	12. Walk forward with eraser balanced on top of head.	
Walks backward with eraser balanced on top of head.	13. Walk backward with eraser balanced on top of head.	
Walks to center of beam, places eraser on top of head and walks to end of beam.	14. Place eraser at center of beam. Walk to center, place eraser on top of head, walk to end of beam.	
Walks forward and steps over wand.	15. Hold a wand 12" above center of beam. Walk forward and step over wand.	
Walks backward and steps over wand.	16. Walk backward and step over wand.	
Walks forward and passes under wand.	17. Hold wand at 3' above center. Walk forward and pass under the wand.	
Walks backward and passes under wand.	18. Walk backward and pass under wand.	
Walks backward with hands clasped behind body.	19. Walk backward with hands clapsed behind body.	
Walks forward, arms out at sides with eraser on each hand.	20. Walk forward, arms held out at sides, palms down, with eraser on back of each hand.	
Walks forward, arms out at sides with eraser on opened hands.	21. Walk forward, arms held out at sides, palms up with eraser on back of each hand.	
Walks backward, arms held out at sides, with erasers on back of each hand.	22. Walk backward, arms held out at sides, palms down, with eraser on back of each hand.	
Walks backward, arms held out at sides, with eraser on open hand.	23. Walk backward, arms held out at sides palms up with eraser on back of each hand.	
Walks to center, leading with L side, turns around and walks to end, leading with R side.	24. Walk to middle leading with L side, turn around and walk to end, leading with R side.	

NLRC/P

Accession Number 53398

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53398
TITLE: The Donkey's Tail Game
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Pins tail on donkey picture when blindfolded.	Fasten picture of donkey to some surface of a wall or board. Each player in turn holds his donkey tail by the pin, is blindfolded and walks toward the donkey, pins the tail in what he believes to be the right place.	large donkey poster minus the tail, several tails.

NLRC/P

Accession Number 53399

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53399
TITLE: Leap Frog
AUTHOR(S): M.R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	11-01 Gross Motor/Balance 14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: Gym, Playground
Level: pre-school, all

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Plays leap frog.	Players stand in line. The first player in the line bends over and catches hold of his ankles with his hands. The next player leaps over the first player by putting both hands on the player's back and spreading his legs as he leaps. He then bends over and grabs his ankles. The third player goes over the first two and assumes the same position. When all players have been over, the first rises and leaps over all the others.	mats

Accession Number 53400

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53400
TITLE: Crossing the Brook
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
14-00 Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Jumps over imaginery brook.	Two lines are drawn to represent banks of a brook. Players jump over brook. Anyone missing is out and must wait a while to dry off. VARIATION: Player may walk a log over a small stream where available (or puddle).	Chalk

Accession Number 53401

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53401
TITLE: Wrestling
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES: 13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Wrestles with supervision.	Wrestling is an excellent activity that should include the teaching of basic skills which the teacher can learn from watching the physical education instructor. The teacher should use wrestling as an activity to permit the students to express their desires to interact in a socially agressive manner. Caution and safety must be practiced at all times and unless the teacher is completely confident in this area, it is suggested that wrestling not be used as an activity.	Mats

Accession Number 53403

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53403
TITLE: Basic Rhythm
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S): P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-10 Auditory Motor Integration
L2-04 Music/Rhythm

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits and claps hands to drum beat. Sits, claps and stamps feet to drum beat. Stand, clasps and marches to instruments.	Students sit and clap hands to drum beat. Sit, clap and stamp feet to drum beat. Stand, clap and march to beat. Have students use rhythm band instruments to learn to imitate the beat. Encourage free rhythmic expression to class rhythm band music.	Rhythm instruments Record player

Accession Number 53404

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53404
TITLE: Rhythm Sticks
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
A1-07 Auditory Discrimination
L2-04 Music/Rhythm

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Sits in circle. Hits sticks together to a four count. Repeats. Hits sticks on floor to a four count. Hits sticks on floor alternating one then another. Demonstrates ability to keep two or four count rhythm.	Seat students in small circle. Teacher describes what is to be done, demonstrates simple pattern, repeats pattern; students repeat pattern with teacher. (Example--Hit sticks together and count 1,2,3,4--again, 1,2,3,4: hit sticks on floor alternating first one then the other, start with this one first (R.)--1(R), 2(L), 3(R), 4(L), etc. Vary patterns, but keep them always count in 4's or 2's--1,2,3,4, or 1,2, 1,2.	Rhythm sticks

Accession Number 53405

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53405
TITLE: Kickball
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-03 Gross Motor/Balance
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Kicks ball 3 times when stationary or rolled to him.	The player(s) attempts to kick a ball, either stationary or rolled to them, into a defined area of any suitable size. Each player kicks three balls and his score is measured by the number of successful attempts. The player with the most scores after three rounds is the winner.	Utility ball
Plays kick baseball	VARIATION: (utility all, 4 bases) The players are divided into two teams. Bases should be placed at 90 angles of each base and 40' apart. A player rolls the ball to the player kicking the ball. The kicker is standing behind the home base. He attempts to kick the ball within the confines of the first and their bases and runs to the first base before being thrown out. An out is achieved by throwing the ball to the player rolling the ball (the pitcher) before the kicker reaches first base. The player then becomes a runner if he reaches first base before being being put out. The runner is subject to the same procedure to being put out at each successive base. Two outs and the teams change positions. Length of the game should be decided arbitratily before beginning.	

NLRC/P

Accession Number 53405

Continued

SER-LARS Report E-3
Instructional Methods

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Uses feet to move or stop ball.	VARIATION: The players attempt to kick the ball between a well-defined area (10' wide, between two trees, etc.), while opposing players attempt to prevent the ball from going into the defined area. Players can use only their feet to move the ball or to stop it.	

Accession Number 53406

NLRC/P

SER-LARS Report E-3
Instructional Methods

ACCESSION NUMBER: 53406
TITLE: Double Crawling Boards
AUTHOR(S): M. R. Carney, K. Mathison-Marion County Assoc. For Retarded Children
SOURCE: Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S) P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:
11-01 Gross Motor/Balance
13-08 Adaptive Physical Education/Trainable Mentally Retarded

CONSIDERATIONS FROM EDITOR(S):
Environments: gym, classroom, playground
Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Crawls on boards	Boards are placed a few inches apart, a few inches off the floor. Student crawls on boards, L. hand and foot on one board, R. hand and foot on the other.	Two boards and supports

Accession Number 53407

SER-LARS Report E-3
Instructional Methods

NLRC/P

ACCESSION NUMBER:	53407
TITLE:	Wheelbarrow Walk
AUTHOR(S):	M. R. Carney, K. Mathison-Marion County Assoc. for Retarded Children
SOURCE:	Activity and Game Suggestions For The Trainable Mentally Retarded
EDITOR(S)	P. Seeger CCSU #15

CONTENT DESCRIPTORS OF LEARNING OBJECTIVES:	13-08	Adaptive Physical Education/Trainable Mentally Retarded
	14-00	Recreation and Playground Activities

CONSIDERATIONS FROM EDITOR(S):

Environments: gym, classroom, playground

Level: pre-school, All

SEQUENTIAL STUDENT TASKS	IMPLEMENTER ACTION	MEDIA/MATERIALS
Moves forward with arms and hands extended.	Hold onto student underneath thighs while he moves himself forward with arms and hands extended.	